Teaching English in Sudan

A Practical Approach

Dr. Abdel Rahman M. Yeddi Elnoor

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"Whoever learns a language of another nation (foreign to him), can guard himself against their evil."

Dedicated
To
All My Teachers

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In the name of Allah, the Most Gracious and the most Merciful

And PBU the Prophet and his Progeny

Acknowledgment

Allah's will (be done)! There is no power But with Allah, the Almighty, Praise be to Allah, the Cherisher and the Sustainer of the Worlds, and PBU the Prophet Mohammed and his progeny. Dear reader, teaching English as a foreign language in a country like Sudan is a formidable task. It must be supported by specialized references that cover and explain all or at least some of its various aspects and aid the teacher in his challenging task. Unfortunately, I have observed that teachers don't have any source that enriches their thinking about their profession. Libraries do not have books that may instigate the teacher's thinking and act as guides to a practical approach to ELT in Sudan. Therefore, it became necessary, or, in other words, crucially imperative, to produce, publish and provide them with this treatise which may give an academic insight and practical approach which I have experienced throughout my professional career in the field of ELT.

It is an outcome of my interest in ELT and is mostly based on my own reflection which I have recorded during my post-graduation studies, the survey I have conducted on the ELT in Sudan and the Ph.D. research journey. My interest in ELT was originated when I was a student of B. A. English, Poona University, Pune, India. However, later on the profession of teaching and its practical aspects helped me very much in observing the ELT situation and having a practical vision regarding the teaching of various aspects of the English language for Arab learners in general and

Sudanese learners in particular. It has enriched my thinking, sharpened my pen and provided me with chances to have further insight into the problems of ELT in Sudan. My experience as a researcher and teacher has made me aware of the need to pay greater attention to the basic areas of ELT that have remained unknown to teachers of English and specialized learners of ELT in Sudan. Therefore, if the book helps in clarifying them and formulating a clear vision and proper approach to ELT in Sudan, it will have amply served its purpose.

The book has been written with a modern approach. I have tried also to record in this book the concerns of conscious and conscientious Sudanese teachers of English and educators involved in this field. It is designed to meet the needs of practicing teachers, teachers' trainers and trainees, graduate and post-graduate students doing courses in various aspects of ELT in Sudan. Although the present book is perhaps the first attempt to look into some of the crucial aspects of ELT in Sudan, it may be considered a modest attempt to bring 'the specialist' face to face, and familiarize him as well, with some basic issues of ELT in Sudan. I have tried to visualize an ideological, national as well as practical norm for teaching English in Sudan and it may be applicable to many similar teaching situations. Therefore, the book will be of immense help not only to the Sudanese, but also to the students, teachers and researchers of ELT in various colleges and universities in Arab countries.

Nevertheless, this book doesn't pretend to be a book written by an expert nor does it aspire to be non-controversial. Whatever claim it seeks to make, is the result of the fact that it is being offered to readers by a person who has much concern for the issues related to teaching various aspects of English through the most practical approach that may help the

learner to deal with successfully. I welcome all criticisms, observations and comments that may help in improving upon the next editions of this publication.

I am indebted to many ELT scholars whose scholarly contributions were of much help to me. Their scholarly works influenced me and helped me develop my intellectual faculty and scientific talent in the discipline of ELT in general. I have frequently consulted and freely drawn upon their learned, valuable and scholarly contributions and to them I have often referred to in the notes. Nevertheless, I have not always accepted their views uncritically. In many parts of my book, I have challenged their assumptions and expressed my point of view. However, I make full acknowledgment of my debt to them. In the note, researchers, teachers and students will find suggestions for further reading. Moreover, the titles in the extensive bibliography are under the main or more familiar names of the authors arranged alphabetically. I'm thankful to Dr. Shaikh Samad Hameed, (Reader in English), who read the final draft of this book, offered valuable suggestions and wrote the foreword as well. I'm thankful to Mr. Sayed Waheeduddeen Quadri for providing me with software facilities. I'm grateful to the publication house and its staff for taking care of my intellectual achievements and giving them due attention. Finally, I say: *"My Lord! Grant me the power and ability that I may be grateful for Your favour which You have bestowed upon me and upon my parents, and that I may do righteous good deeds that will please You, and make my offspring good Truly, I am one of the Muslims (submitting to Your will)"[46:15]*

Dr. Abdelrahman M. Yeddi Elnoor
June, 2003

Foreword

Dr. Abdelrahman M. Yeddi Elnoor is known to me since he was a research scholar in the Department of English, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. He has been a very learned and conscientious student. His remarkable dexterity has always been the emblem of his personality. The present 'Book' goes a long way in proving his opulence in ability and knowledge.

Today, in countries where English is a foreign language, we find that the teaching/learning of the English language has undergone many experiments and changes consequent there upon. This state of affairs has loosened teachers' grip on English and its methodical teaching. It is this juncture, it had become imperative upon the teachers interested in ELT not to remain tongue-tied. Dr. Yeddi has responded to the call of the time and come out with this book to guide the teachers and the taught alike. What makes the book valuable is its lucid, simple and unambiguous language as compared to the British and American writers. It is written in condensed style and covers almost all areas in ELT. The book explains the basic features of language, various approaches and methods of ELT. Besides, it discusses the role of literature in English in the teaching/learning of the English language along with a comment on the teaching of pronunciation, grammar, use of teaching aids and tests. The book concludes with the application of the language study to other disciplines like contrastive analysis and error analysis. It reveals Dr. Yeddi's full and sure grasp of the subject. In every chapter, he has made apt references to the Holy Quran and quoted from experts on

each topic and summed up his own conclusions firmly and clearly. Though he has designed the book to meet the needs of practicing teachers, teachers-in- training, graduate and postgraduate students doing courses in various aspects of ELT in Sudan, yet it may be useful to other Arab and non-Arab nations with similar teaching situations.

Dr. Yeddi deserves to be warmly congratulated for providing an inspiring Islamic vision to the teaching and learning of English. The book is highly precious and it may not be an exaggeration if I quote Francis Bacon in this context, who says, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested". Dr. Yeddi's is one such book.

May Allah crown his efforts with the response the book deserves to win.

Dr. Shaikh Samad Hameed,
Reader in English, Aurangabad,
12 June 2003

Introduction to the Second Edition

To write something may be easy, but to make people read it and reap benefits from it is a formidable task. During the past years, this book found an important place in the hearts and intellects of specialized students, researchers and educators. In fact, this book paved the way for excellence for whoever became distinct in the field of ELT during the past years. Many students of Bachelor of English, Master of English, Doctorate in English, Bachelor of education, Master of education and Doctorate in education made extensive and intensive use of this book, each in his own way, and reaped a lot of specialized knowledge from it. In fact, I have sent copies of the first edition to libraries of many universities all over the world in order to give readers, whether specialized or otherwise, a background about various aspects of ELT in Sudan which may be similar to those of many countries. The book helped readers to get basic knowledge about the methods of teaching and make even comparative studies between their countries and Sudan.

Therefore, I decided to print a revised edition of this book and make it available so as the next generations become aware of what they must be aware of; namely, various aspects of ELT.

I am grateful to the publisher who takes great care of the book in order to produce it in its present form.

Dr. Abdelrahman M. Yeddi Elnoor 2011

Nature of Language

Before dealing with various aspects of ELT in Sudan we have to understand the nature of language in general and its basic features in particular.

A Gift of God:

Allah; the Almighty, honoured Man in many ways. Man is honoured in the sense that he is the most advantageous and best creature on the surface of the earth. Allah, the Almighty asserts this fact by saying, *"And indeed We have honoured the sons of Adam, and We have carried them on land and sea, and have provided them with things good and pure, and have preferred them above many of those whom We have created with a marked preference"*[17:70] In another part of the holy Quran He says, *"Verily, We have created man in the best mould."*[95:4] One of the sources of honor that was included in the package of 'marked preference' which made Man in 'the best mould' is language. Language makes Man the most advantageous creature. No other earthly creature surpassed man in this regard. Thus, language is one of the most valuable assets bestowed upon man by Allah, the most Merciful. In fact, it is language that contributed to men's religious, intellectual and scientific progress. It is only by the varied characteristics and features of the language that man can survive and coexist with his fellow beings on

earth. The following are the basic features that make language a distinct asset of human life.

The Basic Features of Language:

(1) *Language is Intuitive:*

It is one of the intuitive skills of Man. It is intuitive in the sense that Man is born with the innate skill of acquiring the language of his surroundings. Therefore, modern linguists also considered language an intuitive and innate human skill. It is the ears of the human child which are activated even before the eyes. It means that the child starts hearing human language around him before he sees the speakers themselves. That is why the Quran mentioned, at many places, the skill of hearing before sighting. For example the Quran states, *"And Allah has brought you out of the wombs of your mothers while you know nothing and He gave you hearing (ears), sight (eyes) and hearts (understanding) that you might give thanks (to Allah)."*[16:78] Due to his need for coexistence and for the satisfaction of his needs, the human child starts developing language habit and investing vocal symbols to express his needs. He starts acquiring his mother tongue, enclosing the speech sound with meaning, expressing his thoughts, feelings and communicating them to others. Therefore, language is one of the most valuable possessions of man that enable him to survive, grow and progress in human society. It makes human life, coexistence and mutual

understanding possible.

(2*) Language Symbols are Vocal:*

Languages are essentially articulated systems in the sense that they are composed of vocal symbols which are formed by speech sounds. In this regard, the human vocal organs contribute towards the production of the speech sounds in coordination with the tongue, the lips and the air-stream. Therefore, it can be said that a language is vocal and primarily based on speech. It is essentially a product of human tongue that reacts to what the ears have listened and the brain has comprehended. Reading and writing follow the development of listening and speaking. It is, therefore, important to give special attention to oral activities so as to foster the learner's skill in various aspects of the Arabic language, but in the foreign language situation oral activities are secondary to the passive skill; reading comprehension. In fact, language skill, in a foreign language situation, gets developed and fostered depending on the extent of the development of reading skill.

(3) *Language is a System:*

Language is a system in the sense that it employs sounds, structures and vocabulary to compose ordered and meaningful utterances. In other words, like the living parts of human body which functions through various organs, language also functions through various sounds, letters, structures,

vocabulary, phrases and sentences. It contains phonological, grammatical and lexical systems. Therefore, language is a system of systems. It arranges and sequences its particles in a fixed way. For example, *Ali recited the Quran*, is composed of various sounds, /ali risaitid ðə kɑ̂ra:n/ that compose certain words which formulate, together, a structure based on subject-verb-object. The whole structure exhibits a system of systems which are capable of creating further innovative and novel utterances. This makes human language the richest means of communication.

(4) *Language is Unique:*

One of the signs of the greatness of Allah, the Almighty, is that each language has its own distinctive features which make it unique and different from other languages. The Quran states, *"And among His signs is the creation of the Heavens and the Earth, and the difference of your languages and colours, Verily, in that are indeed signs for human beings of sound knowledge."*[30:22] The distinctive features of a language are exhibited through its phonological, structural, grammatical, lexical systems and elocutionary qualities.

(5) *Language is Dynamic:*

Language keeps on changing and developing in all its aspects. It is a dynamic and not static entity. It evolves, develops and promotes itself to meet the requirements of the speakers

and their time. It may borrow new words from other languages, or coin new words, phrases, proverbs, etc from within. Arabic witnessed the borrowing of many words from the English language, e.g., *virus* (*فيروس*), *workshop* (*ورشة*). Similarly English also borrowed many words from Arabic, e.g., algebra (*الجبر*).

(6) *Language is Arbitrary:*

In spite of being a system of systems, as it was mentioned earlier, language also exhibits arbitrariness. It is arbitrary in the sense that the combination of the uttered sounds and written symbols that stand for certain objects is arbitrary. There is no relationship between a particular symbol and the object denoted by it. It is a matter of convention inherited by successive generations who can't transcend it. It seems as if the existing system of a language is not sufficiently explained, defined or justified, but just handed over to the new generation. For example, it is not known as to why the sign "d" used for the alveolar plosive and why the sign "m" for the bilabial nasal. Other languages have different signs for similar phonetic features which produce the same sounds. The word *eye* in English is *ain* in Arabic *missi* in Nubian vernacular. The word *belly* in English is *batn* in Arabic *too* in Nubian vernacular. Moreover, there is no logical reason as to why we call a particular object *flower* or another object *water*? Why do we consider '*Is this a flower*?' a question, and '*This is a*

flower' a statement. The possible answer is that it is an embodiment of established conventions which have no logical interpretation to the relation between the symbol and the object denoted by it. However, the speaker of the target language has to accept and make use of them.

(7) *Language is a System of Symbols:*

A symbol represents a particular thing. It stands for the thing it represents rather than becoming the thing itself. For example, the term 'river' is not a river itself, but it stands for a river. Therefore, a language conveys the meaning effectively when the speaker, listener, reader and writer are familiar with the symbols and their relations with the objects they represent. It is this symbolic feature of the language which forms a specific group of people who speaks a particular language and thus becomes distinctive from the other groups who speak other languages. In fact, this feature of symbols contributes to the formation of human culture which is the backbone of human identity.

(8) *Language is the Basis of Culture:*

Language is the backbone of the culture of people it belongs to. It contains and exhibits many of the peculiar and distinctive features of the native speakers' culture. It can be the most effective tool of transmitting the target culture from one generation to another and conveying it to foreigners as well. Therefore, in learning English, the Sudanese learner must be well-protected by his own culture. He must

make use of English to convey his own distinctive way of life to others.

(9) *Language is a Set of Habits:*

The child starts acquiring the habit of using his mother tongue from his social matrix. He doesn't concentrate on the details of its sound, structure, etc. or their linguistic ordering. He rather listens to utterances, understands the meanings and gestures related to them and later on starts applying the same to satisfy his needs and express his thoughts and feelings.

(10) *Language is a Social Behaviour:*

Language is part of the social life of human society. Therefore, a child acquires it from his own social environment. It helps the child to acquire other social behaviours and get socialized through his mother tongue. If a Sudanese child born in Elgolid, in the north of Sudan, is brought up in Iran, he will pick up Persian and the various aspects of social life of the Iranians as well.

(11) *Language is Communication:*

There are many ways of communication used by human beings. However, human language is the most effective and refined means of communication. The main function of a language is to facilitate communication among the members of the society which uses it. It is used to convey the meanings and messages we want others to understand. If a language decays, the ability of its speakers to compose

and communicate sublime utterances also decays. Consequently, the effective rapport among the people who speak it also fails.

(12) *Language is Acquired/Learned:*

The child acquires his mother tongue naturally. In other words, he is not taught his mother tongue, but he picks it up during his growth and interaction with his surroundings. At his early childhood he, informally, internalizes language utterances uttered by his mother and the gestures related to them. However, in the case of foreign language, it becomes a process of learning. It means that the learner is taught a foreign language formally. Therefore, we have to make distinction between acquiring a language and learning a language.

Acquiring Arabic and Learning English

Each language has its own learning situation. It is not possible to teach and learn English in the same way we teach and learn the Arabic language. If we consider carefully and analytically what Allen, H. B., and Campbell, R. N., have stated, we may realise the importance of dealing with our peculiar teaching/learning situation. According to Allen H. B., and Campbell, R. N.:

1. Language is human, aural-oral and symbolically meaningful.
2. Any given language is structured uniquely. This can also be stated negatively, no two languages are structured alike.
3. The structure of a language can be discovered and usefully as well as systematically described and such descriptions may differ for various purposes.

If we examine carefully the above points, we may realize that teaching English to speakers of the Arabic language differs methodologically from teaching English to the native speakers. For an Arabic speaking society, the learning of Arabic differs from the learning of a foreign language. Some of the points of difference are as follows:

1. The process of *learning* the Arabic language is natural. In fact, it is a process of acquisition rather than

learning. Acquisition of the mother-tongue occurs naturally and spontaneously in an informal situation, but learning a foreign language occurs artificially and mechanically in a formal situation. Therefore, the process of a child picking up the Arabic language at home is called acquisition of language whereas the process of a pupil attending a foreign/second language learning course in formal classes is called learning a language.

2. In the process of acquiring the Arabic language, the child has maximum motivation to acquire his mother tongue because he has to act and interact with his surrounding and adjust himself to it. He also gets maximum chance of exposure to the Arabic language. In fact, he picks up, grasps and perceives the meaning of the Arabic language and becomes capable of expressing his own thoughts and ideas in it. Moreover, when a child acquires the Arabic language, his mind is like a clean slate. It is not influenced by any other language. Therefore, he *acquires* Arabic through the process of natural imitation. He perceives the meanings of Arabic and conceives its rules spontaneously, intuitively, inductively and informally. In other words, in the case of acquiring the Arabic language, its meanings and rules are caught rather than taught, however, when a Sudanese child starts learning English, his mind is already influenced by his own mother tongue. Therefore, he gets engaged in a mechanic activity of memorization.

3. When the child completes the process of acquiring Arabic, his intellect becomes occupied by the rules and

meanings of the Arabic language only. In other words, the child's whole linguistic entity gets engaged by the sounds, rules and meanings of the Arabic language which are ingrained in him. When he comes to learn a foreign language, he views the whole process from the perspective of the sounds, rules and meaning of the Arabic language which are already established in his mind. Consequently, the interference of the Arabic language in the process of learning a foreign language becomes unavoidable. In fact, the two languages conflict rather than co-exist with each other because they were not learned simultaneously. Thus, to neutralize the conflict and make a maximum use of the efforts involved in teaching a foreign language, the mother tongue of the learner should be used as an aid to learn the foreign language.

Arabic as an Aid to Learning English:

Before trying to learn English, it is important to give maximum attention to the process of acquiring and mastering the Arabic language; the mother tongue of the Sudanese. However, mastering Arabic language is a formidable task. In our efforts to enhance the learner's mastery over Arabic, the Quran can be the most effective tool that helps us. We are bound to create intellectual generations and enhance their command over Arabic language if we make them acquainted with the Holy Quran. The Holy Quran and the Arabic language both, together,

establish the foundation for our linguistic and intellectual breakthrough. One can realize the authenticity of this fact if one observes that many of those who recite the whole Quran at their early childhood and then get the chance of exposure to English, they do not only learn English, but master it also. Therefore, the Quran is not only the source of the most refined, fair and eloquent Arabic language, but it is also the force that enriches our intellectual and linguistic ability and enables us to perceive whatever we study. In other words, refined, eloquent and fair Arabic language can help the Sudanese learner in his struggle to learn various skills of the English language.

Regarding the argument whether to teach a foreign language directly or to allow the mother tongue to take a role in the process of its teaching has been the subject of more than a century debate. Many modern ELT theories and approaches prohibit the use of the mother tongue or translation while teaching English to foreigners. They advocate the learning of all the skills of the English language simultaneously, concurrently and directly through the English language itself. According to the philosophy of the Direct Method, Natural Method and Communicative Approach, as we will see later on, the mother tongue or translation must not be resorted to for teaching a foreign or second language. They consider their assumptions as the only way of learning a foreign language. In the past, Grammar Translation Method advocated the use of the mother tongue and translation in the process of foreign

language teaching/learning. It considered its assumptions as the only way to learn the target language. But this 'all or none' approach to learning English, which was adopted by each method or approach, had not served the purpose of all teaching/learning situations.

In a country where exposure to English outside the classroom does not exist at all, it would not be advisable or even possible to depend solely on the theories that advocate discarding of the mother-tongue in the process of learning the target language. In fact, they are inapplicable to foreign language teaching in general. In other words, we must remember that it is unavoidable to use the mother tongue in the process of teaching English as a foreign language. I think the teaching of Arabic and the teaching of English can support and assist each other directly or indirectly. It means that the adoption of, for example, the philosophy of Communicative Approach and completely avoiding Arabic is impossible in the context of ELT in Sudan. In fact, at present, the ELT situation is so miserable that any attempt to halt the use of Arabic would virtually mean halting the whole process of teaching/learning of English. Neither the teachers nor the learners of English in an Arabic speaking society can avoid indulging, intentionally or unintentionally, in translation during the process of teaching/learning of English. Judging from the existing reality of ELT and learning in Sudan, it cannot be denied that translation from English into

Arabic constitutes the major part of what goes under the name of teaching English in the classroom. This is basically because there are many factors which hamper the proper use of Communicative Approach. Some of the hindering factors can be enumerated as follows: (1) English is a foreign-cum-library language in Sudan. (2) Teachers' academic and professional qualifications are chronically defective. In fact, teachers' knowledge of English is shockingly poor. (3) Classes are large and crowded. Therefore, even a qualified teacher cannot stick to the spirit of communicative approach and give individual attention to each student. (4) Learners can't cope with the so-called communicative notions and phrases. It means that the lack of competence in teachers coupled with the poor achievement of learners, force both of them to resort to the Arabic language in the process of teaching/learning English.

However, we must keep in mind that the practice of teaching English through the Arabic language is not new in the Sudanese context. It can be traced back to the period of Grammar Translation Method which was in vogue in the early years of the 20$^{th.}$ century. In order to make the process of teaching/learning more communicative, Direct Method was introduced in the 1930s, but it miserably failed and could not remove the established practices of the Grammar Translation Method which were deep-rooted in the field of English language teaching/learning in Sudan. Moreover, Direct

Method failed also because the incompetent teachers could not implement it. Therefore, even now, it is not possible to restrict the use of the Arabic language in the process of teaching/learning English.

Thus, since translation is unavoidable and even valuable, the knowledge of Arabic is a valuable aid in the process of teaching/learning of English. Arabic can be used for facilitating the process of teaching/learning English at the initial level. In fact, many points are easier to explain in the mother tongue rather than in English. Arabic can be used to foster comprehension and give the exact meaning of structures and vocabulary items if it was not possible to present them contextually and situationally in English. It can be used in comparing and contrasting the grammar of both Arabic and English in order to realize the differences and similarities between the systems of both the languages.

In short, translation into Arabic has many advantages. They may be enumerated as follows: (1) It quickens the process of comprehension by offering the exact meaning of English words and structures hence facilitating the process of grasping the subject matter of what the learners learn. (2) It can explain the linguistic similarities and differences between Arabic and English languages. (3) It makes the learner aware of the structural and semantic differences and similarities between Arabic and English languages. (4) It can

promote the learners' ability to perceive the peculiarity of the system of English as compared to that of Arabic and hence use it appropriately and systematically.

Precaution:

Nevertheless, this is not blind stress on adopting the Arabic language and translation as absolute tools that dominate the process of teaching/learning English. In other words, it does not mean to advocate indiscriminate use of Arabic by teachers of English. The excessive use of the mother tongue in a foreign language teaching situation has its own shortcomings. It may give meaning, lessen the burden of teaching a foreign language and help quick comprehension of the linguistic item, but it does not help the learner learning all skills of the target language. In other words, we must remember that excessive use of the mother tongue and translation, in foreign language teaching context, leads to interference of the mother tongue, limits the students' exposure to English, and hampers their mastery over its various skills. Arabic may be effective in fostering students' skill in comprehension which is supposed to be our sole aim, but alone it can hardly help the learners to develop skills other than comprehension which, although they are less important for the Sudanese learner, but they cannot be ignored or marginalized. In a foreign language situation like ours, skills other than comprehension should be taught, but they may not all

receive equal emphasis. Therefore, we need to evolve a suitable method that accompanies translation as an integral part of the process of teaching/learning English so that the objectives of teaching English as a foreign language may be achieved. A method that integrates translation and at the same time doesn't marginalize other skills may suit the Sudanese context of ELT. I think, to maintain a reasonable balance, Arabic should be used judiciously and profitably in teaching/learning English so as to give meanings and fill up the communicative gap that arises as a result of failure to communicate in English.

However, whatever the method or approach we adopt to teach English, it is important to keep in view the following considerations:

1. To enable the learner to learn spoken English, the learner must be a good and fluent speaker of the Arabic language. It is not possible to ask a student who has never opened his mouth articulately in the Arabic language, to try to speak English. If he is an efficient speaker of Arabic, it means that he is mentally, conceptually and linguistically rich and this will make the task of teaching/learning English very much easier. However, as I always emphasize, we must remember that mastering eloquent and fair Arabic is not possible without reciting at least some parts of the Holy Quran. In short, to speak well in Arabic and develop the potentials for learning English, the Sudanese student has to master the skill of (a) reciting the whole or parts of the Holy

Quran. (b) gathering ideas and forming subject matters. (c) ordering and arranging the gathered ideas or subject matters in the best possible manner for the purpose of communication, and (d) opting for, selecting and choosing the most refined language style to convey them. If the Sudanese learner acquires these skills in Arabic and becomes capable of facing, with self-confidence, the audience, it will help him in learning the same in English. In other words, if the students have abundant ideas and subject matters in the Arabic language, then, it will be easier for them to compose oral and written works even in English.

2. Acquiring reading skill in Arabic is one of the gateways towards establishing the habit of reading English. In this regard, we may fully agree with Dr. M. West who said, "The sum total of the matter is that before beginning to teach a child to read a foreign language it is necessary that he should be made fully efficient in the reading of his mother tongue." Therefore, the learner's taste for extra and further reading in Arabic must first be inculcated, activated, achieved and fostered. If reading habit in Arabic is established and activated, it will soon manifest itself in the form of a deep craving for reading and understanding English material. Students' curiosity for reading can be aroused by making him come into contact with factual and imaginative stories in Arabic at an early stage of their life. For example, they have to be acquainted with the Islamic stories in Arabic and then they can encounter the same through the English language.

3. Mastering writing skill in Arabic paves the way for learning coherent writing in English. In fact, lack of ideas and the inability to organize them in a logical and coherent manner are the major obstacles that face the Sudanese learner of English. However, these problems can be solved if the learner has practiced writing varieties of ideas in the Arabic language. As far as the problem of organizing the available idea in an acceptable, coherent and ordered discourse in English is concerned, the same can be overcome if the learner knows the art of organizing the ideas in the Arabic language.

4. To avoid excessive interference of the mother tongue and reduce its negative effect on English word-order and the style of the students' writing, it is necessary and advisable that contrast between the broad systems of Arabic and English should be clearly established in the mind of the learners of English. This doesn't mean to drag the learner into the labyrinth of contrastive studies, but to draw his attention, when the situation arises, towards the broad characteristics of the system of each language. If the Sudanese learner is familiar with the grammar of the Arabic language, he will definitely find it easier to perceive the grammar of English. In other words, many aspects of the grammar of English can be taught by means of comparison and contrast with their counterparts in the Arabic language. Sudanese learners should also be guided from the level of a 'word' to the higher units of phrase, sentence,

clause, etc. Some amount of rule practice through drilling and rote learning may help the Sudanese learners to overcome the difficulties in this area.

In short, mastering various skills of Arabic would definitely facilitate learning various basic and feasible skills of English. Consequently, it will help in any future programme of Arabicization of various branches of knowledge at higher education. Therefore, Arabic can be a valuable aid in teaching English for, both, beginner, intermediate and advanced learners of English in Sudan.

However, the peculiarity of the Arabic language and the necessity to study English as a library language make it imperative to evolve practical methods to teach English and train teachers to apply them. Therefore, in spite of my traditional support to let the Arabic language mediate in the process of teaching English and evolve a teaching method that fosters the learner's ability to comprehend written English, it would not be out of place here to explain various types of teaching methods in order to enrich the teaching faculty of teachers, educators, researchers and specialized higher education students.

Approaches and Methods of ELT in Sudan

Allah, the Almighty; created Man, devoted the earth and whatever is on it or in it for him and gave him the intellect to grapple with and solve his problems. The Quran says, *"Who has made for you the earth like a bed and has made for you roads therein, in order that you may find your way."*[43:10] Thus, throughout the history, Man has been trying to improve the quality of his life by means of adopting various methods and approaches so as to develop and promote himself and make use of his potentialities for his own benefit. Approaches and methods of teaching/learning languages are no exception to this.

Any attempt to improve ELT, by ways of preparing suitable material, adopting or evolving suitable method or approach or qualifying teachers of English, will not have a tangible effect unless teachers are aware of major teaching methods and approaches and capable of evolving their own ways of teaching. All teachers must have sufficient knowledge about various methods and approaches of teaching. The following is a brief explanation of the terms approach, method and technique.

Approaches, Methods and Techniques of ELT:

There are different terms invented and

developed to help specialists and teachers of language in the activities of language teaching and the implementation of language courses. They are *approach, method and technique*. The trio is arranged hierarchically. In other words, the technique carries out a method which is consistent with an approach. Within one approach there may be many methods. They influence the process of ordering the presentation of language materials for the purpose of teaching. Each has its own definition. Halliday, et al, define method as "a specific set of teaching techniques and materials, generally backed by stated principles." According to Allen H.B. and Campbell R. N., method is "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural."[1] An approach is a set of correlative assumption that deals with the nature of language, its teaching and learning. It describes the nature of the subject matter to be taught. We may say 'oral approach' but we can't say 'oral method'.

Technique is the trick, the strategy or the contrivance related to classroom procedures that aim at accomplishing an immediate objective. Technique depends on the teacher, his individual skill, his creativity, resourcefulness and the novelty of his teaching. It depends on his ability to resort to various techniques to deal with different problems facing him

while teaching English. The following is a brief background of the major methods and approaches used in the field of ELT:-

Grammar-Translation Method:

There is no reliable documented resource about the origin of the Grammar-Translation Method. Its origin cannot be traced back to any specific point of history of language teaching. The available background tells us that it might have been inherited from the traditions of Greek and Latin languages teaching. Learning the target language used to be accomplished through Grammar Translation-Method. This method of language teaching which is also known as Classical Method or the Traditional Method was used in teaching foreign and second languages. It flourished first in Germany or more accurately in Prussia and gradually dominated the activity of foreign language teaching/learning for a considerable time. It prevailed in Europe for many centuries up to the early decades of the 20$^{th.}$ century and spread all over the world. In those days learning of Latin and Greek was considered, essentially, an intellectual and mental discipline and the means of mastering the thoughts and literature of the contemporary and the past.

Thus, in its early days, Grammar-Translation Method was purely a scholastic method. It was pursued, as a kind of self-study, not by young beginners, but by

highly educated people and individual scholars. They used to read and interpret materials written in foreign languages and translate them into their own mother tongues. However, later on, it was adapted and made to dominate the process of language teaching/learning at different educational levels not only in Europe, but also all over the world. It turned language learning process into an exercise that trains the learner in translation and the grammar of the target language.

Generally, the main feature of this method, as its name suggests, is the emphasis on mastering the grammar of the target language. Learning a foreign language was purely a book-centred activity that depended on reading the written subject-matter, grammatically analysing it and translating it into the mother tongue. It did not emphasise the pronunciation of the target language. It presents the grammatical items one-by-one in the form of organised sentences, clauses, etc. It concentrates on understanding the abstract grammatical form of the language deductively and analytically and translating the material written in the target language into the mother tongue. It means that writing activity was in the form of exercises of translation from and into the mother tongue that imitates the same material subject to grammatical analysis and translation.

The teaching technique was dependent solely on translation. In other words, the meaning and

translation of material which was used for analysing grammar and translating its content occupied an important place. The whole learning activity was confined only to the illustrations given through sentences in English so as to explain the grammatical points and select texts for the purpose of practising translation which was accomplished with the help of bilingual dictionaries. It means that the student's mother tongue was the main medium of instruction. The teacher taught in the mother tongue of the learner and learners depended on their mother tongue. Consequently, they did not get sufficient exposure to the target foreign language. They memorised only the complicated grammatical rules and paradigms of the target language and accurately applied the same in translation exercises and drills. In short, the main features of this method are as follows:

1. It considers that the target foreign language and its structure are best learnt when compared with that of the mother tongue of the learner and translated into each other accurately,
2. It emphasises analysing, memorising, mastering and making use of formal grammar of the target language,
3. The vocabulary items of the target language were depending, mainly, on the type of the teaching material used and translated into the mother tongue,
4. The teaching material of the target language includes

the grammatical rules and paradigms, vocabulary items and translation material,

5. It lays emphasis on reading comprehension through the translation of the written text,
6. The unit of teaching is a word and not a sentence,
7. The mother tongue of the learner of the target language dominates the teaching/learning process and the method requires the translation of each and every word of the target language into the mother tongue of the learner,
8. The reading material of the target language is graded on the basis of grammatical scheme to be mastered by the learner.

Thus, it is clear that, there was heavy emphasis on translation into the mother tongue and memorisation of the grammar of the target language. In fact, translation was considered the soul of language teaching/learning and the only successful means of teaching/learning it. This was basically because of the fact that the spirit of the period emphasised on learning foreign languages through translation and grammatical contrast between the target language and the mother tongue of the learner. Otto Jespersen (1904) thought of translation as an answer to the question “How to teach foreign languages”. Palmer H. E. himself has stated: “When the foreign word to be demonstrated is known to be for all practical purposes the equivalent of a native

word, translation is a better mode."[2] Therefore, Grammar-Translation Method became popular in the field of ELT and manifested many advantages.

Advantages of GTM:

1. It is an easy method for the teacher:

Grammar-Translation Method and its deductive nature make it easy for the teacher to prepare, plan and teach the lessons of the target language easily. It enables him to give the learner the exact equivalent meaning of foreign words, directly, in the mother tongue of the learner. He also explains the structures of the target language by comparing them with those of the mother tongue of the learner. Therefore, it saves the teacher's labour and time and offers the meaning of the language items directly, easily and quickly.

2. It is an easy method for the learner:

Grammar-Translation Method reduces the tension in the learner's mind which is usually created by the search for meaning and hence enables him to proceed smoothly and quickly from the known to the unknown. The learner is acquainted with his mother tongue and on the basis of the knowledge of his own mother tongue he proceeds ahead and learns the foreign language.

3. It helps one build the language structure and vocabulary:

Grammar-Translation Method enhances, effectively, the process of assimilating the vocabulary items and structures of the foreign language even without depending on audio-visual aids and hence it fosters the learner's comprehension skill and tests easily the extent of its development.

4. It teaches grammar easily:

Grammar-Translation Method helps the teacher enhance effectively and easily the learner's knowledge about the grammar of the target language by means of contrasting and comparing it with that of the mother tongue of the learner.

Nevertheless, in spite of the many advantages, Grammar-Translation Method has many disadvantages also. According to Palmer, H. E. "*English Through Action*" (1925), the weak points of this method are as follows:

1. It treats all languages as if they were dead, consisting essentially of a collection of ancient documents which are to be deciphered and analysed.
2. It categorically ignores all considerations of phonetics, pronunciation and acoustic images; and boldly places language on a foundation of alphabet, spelling and writing system.

3. It assumes translation to be the main or only procedure for learning of vocabulary.
4. It assumes that the mastery of words and sentence-structure is to be attained mainly or solely through the memorising of the so-called rules of grammar and interpreting texts.

Disadvantages of GTM:

1. It marginalises Listening and Speaking Skills:

Grammar-Translation Method does not give any attention to learning the skills of listening and speaking. In other words, it does not develop correct listening and speaking habit in learners of the target language. Even after a long period of being engaged in the laborious process of learning the target language, the learner cannot speak it fluently, nor can he apprehend and comprehend what he listens. In other words, it doesn't give any attention to pattern-practice activity. Therefore, the learner, even at the advanced level of education, remains mostly a passive listener and receptive dealer with, only, the mechanical aspect of the language and consequently he fails to promote habit formation.

2. Impossibility of Exact Translation:

Every language has its own structural, semantic and aesthetic peculiarity that makes it impossible to assume or assert that there is an absolute

word-to-word meaning and equivalence between two languages. Therefore, idioms, proverbs and words with subtle meanings that characterise a language may be difficult to render, exactly, into another language.

3. Purely Intellectual:

Grammar-Translation Method is charged with being, purely, an intellectual and bookish method. In other words, it is a book-centred activity that teaches English by rules and not by use. It engages the learner in intensive accurate grammatical analysis and exact translation activities which are based on contrast and comparison. Therefore, for many resourceful teachers, it may turn to be a dull activity. An average learner may not enjoy learning through intellectual, analytical, comparative and contrastive activities.

4. Pull of the Mother Tongue:

The quantum of the target language learnt through Grammar-Translation Method remains mostly under the influence of the gravitational pull of the mother tongue of the learner. In a teaching/learning situation where Grammar-Translation Method is solely used, the learner thinks in his own mother tongue and then searches for its equivalent in the target language. In other words, interference of the mother tongue of the learner is the basic feature of the target language produced by him. Therefore, the spoken and the written

versions in the target language, if any is there, are determined, mostly, by the structure, meaning, sense, feeling, taste and flavour of the mother tongue of the learner.

Grammar-Translation Method came to Sudan with colonial rule. Since the colonial rule aimed to administer the country through a group of minor functionaries, it was unavoidable to make the Sudanese civil servants able to translate from and into English. They attempted also to make the learners capable of understanding simple spoken and written English and speaking simple English. Throughout the various stages of educational levels in Sudan there was always emphasis on learning grammar and translating texts prepared with stress on accuracy. In other words, the learner had to get acquainted with the meaning of words, phrases and sentences of the English language by making word-to-word comparison between Arabic and English. It presumed that this might help the learner to have command over the target language and turn him into a tool in the hand of the colonial forces. Texts in the English language were translated into Arabic in writing and then their literary and cultural significance were discussed and internalised. Therefore, texts following an outline of grammatical and literary items were prescribed and used at various educational levels. They provided the literary reading material and illustrated, explicitly, the rule of the target grammatical item and

introduced the target words as well.

In short, the Grammar-Translation Method of teaching English during the early colonial period in Sudan aimed at making the Sudanese learner able to:

1. understand and master the English language by means of comparative analysis of the grammar of Arabic and English. It aimed also at loading the learner with vocabulary items which would enable him to translate and appreciate literary and written material as well as to interpret the discourse produced by the colonial administrators,
2. learn the structure and lexical content of the English language through translation and comparative study of Arabic and English languages,
3. write the language correctly through regular practice in translation from and into Arabic, and then to,
4. assimilate the English language.

However, Grammar-Translation Method was criticised by the Commission of Inspection on Gordon College in 1929. The Commission rebuked the literary bias of the syllabus which contained “many modes of expression which were certainly not modern English and often only doubtfully English of any period.” It advocated resorting to “unaffected modern English” and to increase pupils’ knowledge of functional English.

The Functional Approach:

First of all, an approach is not a method. However, it can be said that both are ways of going about teaching a language whether foreign or second. Approach is concerned with 'what' and not with 'how' of the language whereas method is concerned with a set of procedures adopted and followed in order to present the language items for the purpose of 'how' to teach. Therefore, it means that any method can be used within an approach.

The Functional Approach came into existence as one of the sharp reactions against the Grammar-Translation Method. It was led by scholars such as Jespersen, Sweet, and others who reacted sharply against the teaching vision of the Grammar-Translation Method. Functional Approach appeared under the name of 'Reform Method', 'Phonetic Method', 'Natural Method', etc. It advocated the importance of speech and oral interaction in teaching/learning the target language as well as the understanding of its grammar inductively, intuitively, functionally and situationally without resorting to memorisation, analysing and deductive dealing with it.

It means that the linguistic philosophy of the Functional Approach tried to create a drastic shift in teaching the language in a way that was absolutely different from the Grammar-Translation Method. It tried to assimilate the process of the child's learning of his

own mother tongue and apply the same principle in the process of learning the target language. Therefore, it attracted those who were in the field of language teaching and were fed up with the philosophy of Grammar-Translation Method. Consequently, it paved the way for evolving new teaching trends such as Direct Method, Audio-lingual method, etc. All of them advocated mastery over the target language through interaction in meaningful situations.

However, the defect of this approach is that it concentrates on assimilating the process of acquiring the mother tongue, but it doesn't take into account the fact that the situation in which the mother tongue acquired, drastically, differs from the process of learning a foreign language. It doesn't also realise the existence of the powerful factor of the gravitational pull of the mother tongue in the process of learning the foreign language especially when the learner has already mastered the structure of his mother tongue. It could not realise the fact that the mother tongue of the learner would influence learning the target language and the learner would substitute equivalents from his mother tongue for the target language items in order to express himself through the target language. It could not predict the situation in which interference of the mother tongue would take place.

The spirit of this approach was practised in Sudan through the Direct Method which was introduced

in the 1930s. It was supported by an elaborate material of reading comprehension. It could not contribute much to the process of learning spoken English. However, the learner found; in supplementary reading-comprehension materials, ample opportunity to reinforce his linguistic achievement.

Direct Method:

According to Webster's International Dictionary, "Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to pictures or by performing actions." Direct Method made a drastic change in the process of teaching languages in the classroom. Commenting on the Direct Method, Wilga M. Rivers states: "A Direct Method class provided a clear contrast with the prevailing grammar-translation classes. The course began with the learning of the foreign words and phrases for objects and actions in the classroom. When these could be used readily and appropriately the learning moved to the common situations and settings of everyday life, the lesson often developing around especially constructed pictures of life in the country where the language was spoken. Where the meaning of words could not be made clear by

concrete representation, the teacher resorted to miming, sketches or explanations in the foreign language but never supplied native-language translations. From the beginning the students were accustomed to hear complete, meaningful sentences which formed part of a simple discourse, often in the form of a question-answer interchange. Grammar was not taught explicitly and deductively as in the grammar-translation class but was learned largely through practice. Students were encouraged to make their own structural generalisations from what they had been learning by an inductive process. In this way, the study of grammar was kept at a functional level, being confined to those which were continually being used in speech. When grammar was taught more systematically, at a later stage, it was taught in the foreign language with the use of foreign language terminology." In other words, in the process of teaching a second or foreign language, the method which doesn't resort to the mother tongue of the learner may be called a Direct Method.

Thus, it is clear that the Direct Method evolved its own distinctive characteristics and features. Explaining the characteristics of the Direct Method, Champion H. says, "The Direct Method is the method of teaching English directly. To teach English directly is to establish a direct or immediate association between experience and expression, between the English words, phrases or idioms and its meaning, in other words of

English. The same habit of direct expression experience, as exists in the use of mother tongue."[3]

According to Mackey W.F., the main features of the Direct Method are as follows: (1) It makes use of functional vocabulary items and structures in order to use them situationally. (2) It provides situational and contextual teaching/learning of grammar. (3) It advocates natural and situational conversation and introduces new items within the same lesson. (4) It lays stress on oral teaching of vocabulary and structures. (5) It provides meaning concretely by means of situational and contextual presentation by the use of objects, pictures or abstractly by associating the related ideas. (6) It provides visual presentation of functional grammatical items. (7) It develops naturalness and spontaneity by providing extensive listening and imitation exercises and drills. (8) It presents reading material orally. (9) Most learning activities are accomplished within the classroom. Therefore, it requires more class hours. (10) It initiates teaching at its early stages through oral exercises so as to foster pronunciation and phonetics.

However, H. E. Palmer, on his turn, has enumerated the following features of the Direct Method: (1) Translation in all its manifestations including the use of mother tongue and of the bilingual dictionary is avoided. (2) Grammar when it is taught, it is taught inductively. (3) Oral teaching precedes reading and writing. (4) The use of disconnected sentences is

replaced by the use of connected text. (5) Pronunciation is taught systematically on more or less phonetic basis. (6) The meanings of the new words and forms are taught by means of objects, or by natural context. (7) The learner's knowledge of vocabulary and structure of the language is promoted, mainly, by questions asked by the teacher and answered by the learner.

The above features and characteristics show that Direct Method is one of the major methods that came into existence as a strong reaction against Grammar-Translation Method. It came into existence when the school of behaviourist psychology was reigning supreme and attempting to establish its own theories of language learning. However, Direct Method is similar in its general philosophy to a number of individual methods and approaches such as natural method, oral method, functional approach, structural approach, etc. It shifted the stress from translation, analysing and defining of the parts of speech and the recitation of the grammatical rules to the introduction of phonetics in language pedagogy and encouraging the natural and functional use of the target language itself. Grammar was dealt with and grasped inductively by making the learner reflect, generalise and discover the grammatical rules from the bulk of knowledge he acquired in the target language. It demonstrated the words, phrases and sentences not through translation and grammatical analysis, but through their situational

presentation and dramatization so as to lay emphasis on linking expression with its denoted and experienced meanings. It means that it teaches the word, phrases and sentences through situational presentation by means of action, objects and situational context or by means of direct question and answer interaction between the teacher and the taught. In other words, it emphasised creating a direct contact and a close link between expression and experience. It shifted the stress from disconnected words and phrases to connected and meaningful sentences and texts which are displayed in natural and situational context. It gives the meaning of the target language by means of demonstration, action, pictures, objects, dictation and imitation. In short, it discarded translation and advocated the learning of the foreign language by creating a direct, situational and meaningful encounter with it.

Like Functional Approach, it attempted to make second or foreign language learning very much like the first language learning. It aspired for making the learner learn the target language in the same way as a child acquires his own mother tongue. It claimed that the mental process involved in acquiring the mother tongue can be availed of in learning the target language. For achieving this, it introduced the target language directly to the learner. It presented the model of the language patterns and expected the learner to internalise and produce the same. In other words, it encouraged the

learner to think directly in the target language and use it in actual situations. It tried to inculcate in the learner the skills of listening comprehension, speaking with correct pronunciation, reading and writing. It urges the teacher to make oral practice precede the reading activities. It aimed at promoting fluent speaking which is based on correct pronunciation followed by reading and writing skills. At the same time, it gave also phonetics a special attention and laid emphasis on initiating the teaching of foreign language by means of oral teaching that provides phonetic-based pronunciation.

Advantages of Direct Method:

Direct Method had been praised on the following counts: (1) It avoids the mother tongue of the learner and the passive dealing with the target language which engulfed the Grammar-Translation Method. (2) It follows the natural order of mother tongue acquisition e.g., listening, speaking reading and writing. (3) It creates an early and direct encounter with the active skill of the target language, namely, the speaking skill. (4) It aims at developing the listening skill and speech fluency as early as possible. (5) It improves the learner's skill in correct pronunciation. (6) It attempts to make the learner transcend the harbouring of the mother tongue and interact directly with the target language. (7) It encourages the teacher to eclipse the use of the mother tongue and create a direct contact with the target

language. (8) It aims at fostering the command over the target language which on its turn may promote the taste for literature in the target language.

It seems that, by promoting the listening skill, it tried to enhance the reading skill and by developing speaking skill it attempted also to develop writing skill. In other words, it wished to improve the writing skill which is a corollary of the skill of speaking. Therefore, it may be said that it tried to appear as, psychologically, sound method. But it could not realise all its ambitions. It was found to be more effective in second rather than in foreign language learning situation. Therefore, it manifested many disadvantages which came clearly to the surface, particularly, in a foreign language situation.

Disadvantages of Direct Method:

(1) Direct Method oversimplified the process of learning a second or foreign language. It developed as well as generalised unrealistic views about the target language in all teaching situations without giving any consideration for the peculiarities of each situation. In other words, it could not be accepted that a foreign language is learnt in the same way as the mother tongue is learnt. Therefore, it could not realise that the differences between the two languages would persist leading to so many difficulties and formidable tasks in the process of learning that makes it necessary to make

some comparative and analytical studies between the target language and the mother tongue. (2) Learners cannot interact spontaneously in the target language, especially, when it is a foreign language. They may reproduce only the limited range of phrases, sentences and structures they have been taught. (3) It emphasised the teaching of pronunciation and oral drills and neglected other skills of the target language such as reading comprehension, grammar and writing. (4) It ignored the fact that language is a living instrument that reflects a social behaviour and a skill that manifests itself in different ways including reading and writing. Unfortunately, as it was mentioned earlier, it did not give deliberate and conscious attention to reading and writing. Therefore, it can be assumed that it is a lopsided method. (5) It did not pay attention to the principles of selection, gradation and presentation. (6) Its implementation needs well-qualified teaching staffs. (7) It requires a small number of students in the class and therefore, overcrowded classes, where individual attention and sufficient opportunity for oral interaction are not provided, would hinder the proper application of this method. (8) It is a costly method that requires the availability of varieties of teaching aids and language laboratory. Therefore, this may not be feasible in, economically, poor teaching situations. (9) The absolute discarding of mother tongue and translation led to laborious and time-wasting explanation in English and

made the teaching/learning activities more difficult for both the teacher and the learner. In fact, only those who are intelligent and have an aptitude for language learning can be benefited by the use of this method. The average and less intelligent learners or those who have no motivation or aptitude to learn the target language may find difficulty in coping with it.

Direct Method was introduced in Sudan in the 1930s. It aimed at the following: (1) It aimed at teaching the Sudanese learner in English. (2) It aimed at avoiding translation and the Arabic language by training the teacher and the learner to abandon the use of the Arabic language in the process of teaching/learning English. (3) It aimed at making learner's fluency in spoken English a major priority. It assumed that fluency in English can be achieved by direct interaction in English itself. (4) It aimed at making the Sudanese learner think and express himself in English. (5) It aimed at enabling the learner to express his thoughts and feelings, directly, through English without resorting to the Arabic language. (6) It aimed at enabling the learner to grasp and feel the English language when he hears or reads it. (7) It aimed at teaching grammar of English language inductively and not deductively.

However, it utterly failed to achieve its aims in Sudan. It failed because syllabuses which were used, were bulky and originally devised for learners of English as a first/second language. Therefore, learners could not

cope with their requirements. In other words, those in charge of ELT in Sudan could not realise the changing status of ELT and the peculiarity of the Sudanese social and cultural context. Moreover, Sudanese teachers did not possess sufficient command over the English language and its various skills nor was there an exposure to the actual spoken language which is necessary for practice and reinforcement. As it was the case with the Functional Approach, the learners seemed to have been benefited much by the reading material which was part of the syllabus.

Differences between DM and GTM:

The following are the points of difference between Grammar-Translation Method and Direct Method: (1) Direct Method abandons, strictly, the use of the mother tongue in teaching the target language whereas Grammar-Translation Method keeps a close link between the target language and the mother tongue. (2) Direct Method emphasises the speaking skill and oral activities whereas Grammar-Translation Method doesn't emphasise the same. (3) Direct Method, in order to facilitate learning the target language, advocates the assimilation of the natural order of acquiring a language by a child who listens, speaks, reads and then writes. Grammar-Translation Method adopts the process of analytical, logical and intellectual way of learning the target language adopted by adults. (4) Direct Method

emphasises the use of language and informal learning of grammar and hence avoids the formal teaching of grammar. It teaches grammar inductively. Grammar-Translation Method lays emphasis on the rules and the form of the target language and hence it teaches grammar comparatively, analytically and deductively and through comparisons between the mother tongue and the target language.

Dr. M. West's New Method:

Dr. M. West who was a professor at Dacca University is considered the father of this method. Initially, it was applied in India and later on it spread to many other countries. It vehemently rejected the undue emphasis on teaching speech advocated by the Direct Method. It seems to have realized that the attempt of the Direct Method to develop the learner's listening and speaking skills is not only useless and aimless, but also a utopia. It assumes that the child, before speaking, tries to listen and understand the language. It stressed on understanding so as to develop the learner's skill in comprehending written material. It gave a special attention to the skill of reading comprehension. Dr. West is of the view that "Reading a language is by far the shortest- road to learning to speak and write it." In fact, Dr. West's Reader Series were devised for learners of English as a foreign language. It advocated the promotion of the students' reading skills in English by introducing graded reading materials suitable for the age of the learner and the

stage of his education. In other words, the reading material was characterized by the controlled vocabulary that was selected, graded, presented and recycled carefully so as to engineer the learners' progress in the process of learning the English language in general and reading comprehension in particular. Due to its controlled vocabulary which provides the most essential items required for developing reading comprehension and avoiding unnecessary words, it was found to be suitable for learners of English as a foreign language. In fact, the number of vocabulary items was kept as small as it was pedagogically possible to teach and explain them clearly and to help the learner internalize them quickly. New vocabulary items were distributed in simplified and abridged reading material. In other words, it minimized, distributed and recycled, systematically and repeatedly, the items of the new vocabulary, which were frequently used, over the reading texts to enhance the process of systematic mastering of reading skill. It enabled the learners of English to develop, gradually and systematically, a sound skill in assimilating the meaning of the written English materials. Thus, systematic vocabulary development was considered the main aim and the essential element that helps developing the reading skill of the learner. This method did not only stress the development of reading skill by the use of reading texts which provide controlled items of the vocabulary items, but also did not oppose the judicious use of the mother tongue for the purpose of clarifying the difficult points of the target language.

It did not give much attention to teaching grammar. In fact, Dr. M. West was against such a trend. He states, "There is probably no subject in school time-table on which more time is spent unprofitably than English grammar."[4] Therefore, he was against wasting time in teaching grammar. He has gone to the extent of relating learning of English grammar by a foreign learner to the way the learner learns the grammar of his own mother tongue. He opines, "Grammar is learned very much as grammar is learned by a child in acquiring his mother tongue as a number of word habits."[5]

Advantages of Dr. M. West's Method:

The advantages of this method are as follows: (1) It increases the vocabulary of the learners and hence fosters the skill of reading comprehension. (2) It provides the learners of the target language with the skill of referring to the materials written in the target language and hence enables them to enhance their knowledge in their own fields of specialization. (3) The size of the class doesn't have much effect on the teaching of reading because each learner will be engaged in the activity of reading on his own.

Disadvantages of Dr. M. West's Method:

The disadvantages of Reading Method are as follows: (1) It was blamed for utterly neglecting oral exercises and hence relegated listening and speaking

skills to the margin. The critics of this method claim that Dr. West attached no importance to the teaching of formal grammar or the written work in his method. (2) It laid stress on reading comprehension through developing the vocabulary of the learner, but it neglected writing and grammar. (3) Excessive dependence on reading material made the learning of the foreign language a monotonous process, especially, for the beginners who may fail to cope with, or understand, the material they read and may be in need of more oral work. (4) The excessive repetition and recycling of the controlled vocabulary may help some learners to acquire excellent command over them, but it may be a monotonous, boring and backward-pulling activity with some others. (5) It gave much importance to silent reading and neglected loud reading which can improve the learners' pronunciation skill.

Reading Method was introduced in Sudan in 1940s. In fact, the English language flourished in Sudan during the use of this method. It was successful in promoting the skill of reading comprehension because it provided self-access material to the learners who devoted their leisure time in reading and developing their vocabulary and reinforcing their knowledge of grammar through reading. Thus, they achieved a respectable stock of vocabulary and the skill of structuring correct sentences. Therefore, we have to take the lesson from the past experiments and revert to foster

reading skill of the Sudanese learner. It is important to remember that most of the Sudanese learners of English are not expected to go abroad or to speak the English language or to write it in their practical life. They need English mainly for academic purposes. Therefore, fostering passive skill of reading comprehension must be the top priority.

Substitution Method:

Substitution Method was evolved to support the Direct Method. Palmer H. E. defines substitution method as "a process by which any model sentence may be multiplied indefinitely by substitution for any of its words or words group, others of the same grammatical family and within certain semantic limits."[6] It selects a model sentence and on the basis of its structure a number of model sentences are created by the teacher and the learners. "Thus, the model sentence is used as a framework or mould and into this mould we fit other words or phrases."[7]

Advantages of Substitution Method:

(1) Oral exercises produced by the substitution tables train the learner of the target language in correct pronunciation. (2) It helps the learner feel the structure and meaning of the language and then make his own sentences on the basis of the model sentence. (3) Grammar is perceived inductively

through the repetition of the model sentence. (4) It is a useful way for introducing teaching of structures and offering the learner a chance to have a contextual understanding of new vocabulary items.

Disadvantages of Substitution Method:

However, substitution method also is not free from disadvantages. Its disadvantages may be enumerated as follows:

(1) It lays emphasis more on oral drills than on writing and reading activities.

(2) It doesn't have a logical sequence of its learning material that may create an authentic reading material. Therefore, the learner learns isolated sentences which are created on the basis of the model sentence.

(3) It doesn't help spontaneous and natural creation of situational language expressions that suit unexpected arising contexts.

(4) It doesn't give any scope for organising and teaching the grammar of the target language systematically.

It means that Substitution Method fully agreed with the Direct Method on discarding systematic and direct teaching of grammar. Thus, it emerged as another opponent of Grammar-Translation Method in this regard, but like the Grammar-Translation Method it also made the grammatical structure the main concern of

its teaching/learning drills.

However, in spite of these limitations Substitution Method proved an effective and attractive way of making the learner feel that he is, linguistically, creative and innovative. It had a great role in fostering the learning of English in Sudan. Many Sudanese still remember the sentences they learned through the use of substitution tables. Therefore, it should always have an important place in the ELT materials in Sudan.

The Structural Approach:

Like the Functional Approach, the Structural Approach also is not a method of teaching. Therefore, Structural Approach also tells us ‘what to teach’ and not ‘how to teach’. It is also called Aural-oral Approach. It emerged as a result of the pioneering efforts initiated by Palmer, Hornby, Fries and others. Structural Approach assumes that languages are structured and systematic entities. Therefore, for the purpose of teaching, they must have essential tools in the form of, scientifically, developed material of teaching. In its effort to teach English the Structural Approach resorts to simplified and systematically structured, organised, graded and presented material in the form of sentences reflecting restricted meaningful situations. It teaches grammar meaningfully by means of substitution tables. In other words, it provides situational and linear presentations of each grammatical item. Thus, it emerged out as a

comprehensive and synthetic approach which adopts the main characteristics of other approaches and methods and tries to do justice to the main aspects of learning English. It emphasises teaching of sentence patterns and structural words in order to make the learner internalise the ways of ordering the linguistic items and produce coherent utterances. According to this approach, words and their arrangement and ordering to form correct sentences are important aspects of the English language. Change in word order leads to change in meanings conveyed by them. Therefore, structures are of four types: (1) Sentence patterns, e.g., *The woman prayed*. (2) Formula: They are groups of words which are related to certain occasions for giving certain meanings, e.g., *Good night- How are you?* (3) Phrase patterns, e.g., *At the bus stand - Under the bed - In the kitchen*. (4) Idioms: They are groups of words which must be taught as a whole, e.g., *The blue sky - A black goat*.

Features of the SA:

The following are the main features of the Structural Approach: (1) It acknowledges the importance of speech exercises and oral activity in the process of learning the target language. (2) It promotes language habit through speech drills and oral exercises. (3) It advocates situational and contextual teaching of structures of the target language. Therefore, Structural Approach can also be called situational approach. (4) It

stresses the teaching and mastering of vocabulary and structures of the language that may form, in the learner, a strong linguistic foundation of the target language. (5) It selects, grades and presents the teaching of the structures and hence introduces one item at a time so as to enable the learner to master the target item. (6) It instigates the learner to get involved in the process of learning activities rather than solely depending on the teacher. To achieve its aims, the Structural Approach follows the principles of selection and gradation of the teaching material.

Principles of Selection in the SA:

The Structural Approach bases the selection of the structures to be taught on the following principles:

(1) Usefulness: The usefulness of a structure depends on:
   (a) the frequency of its occurrence and use in, both, spoken and written language, and
   (b) its ability to offer a strong basis for further building of various aspects of the target language.

(2) Simplicity: The simplicity of a structure depends on its meaning and form. Simple structures are usually taught before the difficult ones. For example, the structure: *I'm praying*, is simple both in meaning and form. Therefore, it has to precede the difficult ones. However, the structure, *Unless you wake up early,*

you will not reach prayer, is simple neither in meaning nor in form. Therefore, it has to be taught later.

(3) Teachability: Teaching of a specific structure may be easier than teaching of another. In other words, some structures can be demonstrated, easily and realistically, during the teaching/learning situation. For example; *I'm reading the Quran*, can be taught more easily in the classroom than, *Had he completed university studies, he would have got more knowledge.* For teaching the first structure, the teacher can, easily, demonstrate the action of reading the holy Quran and holding up the holy book, and the student can do and enjoy the same. While reading the Quran, the teacher says, "*I'm reading the Quran*." Then, examples may be multiplied for the purpose of enhancing the meaning and the structure. However, for teaching the second structure, the teacher may build a meaning that goes as follows: *He did not complete university studies. Therefore, he did not get more knowledge.* He may, again, resort to combine these two sentences into one. *Had he completed university studies, he would have got more knowledge.* Then, examples may be multiplied for the purpose of enhancing the target structure. Both, simplicity and teachability must be based on the principle of gradation which states, 'Proceed from simple to complex structures.'

Principles of Gradation in SA:

The gradation of the structures in the Structural Approach is based on the principle which emphasises that 'simple and easy structures must precede the difficult ones'. In other words, the process of gradation starts from the very elementary items of the target language and moves, gradually, to the difficult ones taking into consideration the practical value of the target item to be taught, the age of the learner and his mental ability. The principles for gradation of the structures in the Structural Approach are the same as those for selection of structures. It is also based on the principle of *usefulness, simplicity and teachability*.

Structural syllabuses had been in use in Sudan for a long time. As the Sudanese learners enjoy learning of vocabulary and structure item, the Structural Approach has helped in creating a vast foundation of an innate language ability with many learners who were having aptitude and motivation for learning the English language. In fact, the English language was in a better position in Sudan during the era when the Structural syllabuses were taught side by side with M. West's Method.

Advantages of the SA:

The following are the main advantages of the Structural Approach: (1) It selects, grades and presents the structures and vocabulary items of the target

language on the basis of their usefulness, simplicity and teachability. (2) It emphasises situational, contextual and natural presentation of the language items in order to enable the learner to practise oral activities and form the habit of speech. (3) It anticipates the natural process of acquiring the mother tongue by a child and therefore it emphasises promoting the learner's speech skill by means of oral and situational activities which are presented in realistic and appropriate situations. (4) By means of oral drills and speech exercises it makes the learner participate, actively and naturally, in the process of learning by employing appropriate exercises and drills. (5) It develops the habits of oral interaction, speech skill and correct pronunciation.

Disadvantages of the SA:

The following are the disadvantages of the Structural Approach which were pointed out by its critics: (1) Due to its emphasis on selection and gradation it doesn't give due attention to steady enrichment of vocabulary, reading or writing aspects of the target language. (2) By providing controlled, selected and graded exercises and drills, it makes the learner a mere imitator who deals mechanically with the target language without developing a real understanding of its meaning. (3) The Structural Approach may teach the sentences, but learners cannot make use of what they have learnt to reproduce spontaneous expressions in

real-cum-new situations. (4) Due to its rigid sequence system and controlled language items, the learning material becomes mechanical, unattractive, uninteresting and boring. (5) It may be useful with learners at the lower stages of learning a foreign language, but it appears to be unnatural and childish, as well, with adults who aspire for actual use of the target language. (6) It is not applicable in overcrowded classes where teachers can't give sufficient individual attention to each learner.

Comparison between the SA and GTM:

(1) The Structural Approach emphasises selection and gradation of structures and vocabulary items whereas this is not the case with the Grammar-Translation Method. (2) The Structural Approach advocates the promotion of language habit by means of oral interaction and learner's participation so as to develop his speech skill whereas Grammar-Translation Method doesn't pay any attention to the same. (3) In the Structural Approach learners are active participants in the process of learning the target language whereas in the Grammar-Translation Method they are just passive listeners to the teacher or passive dealers with the linguistic items. (4) The Structural Approach explains the meaning of language items by means of appropriate situations, contextual presentation and association in the target language itself whereas the Grammar-Translation Method explains the language items directly in the mother tongue of the

learners.

Comparison between the SA and the DM:

There are some points of similarity and difference between the Structural Approach and the Direct Method.

The points of similarity:

(1) Both lay stress on the importance of developing the learners' speech skill. (2) Both advocate appropriate, contextual and situational presentation of the language items. (3) Both lay emphasis on promoting the learner's ability to deal with the language as use rather than as rule. (4) Both avoid translation and abandon the use of the mother tongue of the learner.

The points of difference:

(1) The Structural Approach depends on the principles of selection and gradation of language items whereas the Direct Method doesn't resort to such a strategy. (2) The Structural Approach is characterised by written drills such as substitution tables, matching tables and sentence completion exercises which present the teaching material in a form of systematic written exercises, but Direct Method doesn't pay much attention to systematic written exercises. (3) The Structural Approach pays special attention to the patterns of the language, words arrangement and sentence formation by means of exercises and drills, but Direct Method doesn't pay

attention to the same.

The Bilingual Method:

As the name clearly indicates, the Bilingual Method allows the mother tongue to play a crucial role in the process of teaching/learning the target language. According to C. J. Dodson, Bilingual Method aims at: (1) developing the learner's spoken fluency and accuracy in the target language, (2) making the learner fluent and accurate in writing skill as well, (3) developing bilingual skill in the learner to enable him to deal with both the languages effectively.

Bilingual Method seems to have come as a sharp reaction against the absolute inhibition of the mother tongue advocated by the Direct Method although the former carried with it many of the latter's assumptions and convictions. Attacking Direct Method, C. J. Dodson stated, "It is one of the tragedies at present being enacted in some emergent countries, where the major world language is being taught as a second language to young children by direct- method. If this type of teaching were successful, which by all account it is not, the vernacular would disappear within few generations. It is possible to teach a second language by direct method techniques only at the expense of the first language and it is sheer hypocrisy to claim that the final aim of such teaching philosophies is bilingualism. Every aspect of direct method teaching is directed towards keeping the two languages as far apart as possible, thus destroying the

bridge which the learner must continuously cross to and fro if he wishes to be truly bilingual." Nevertheless, Bilingual Method restricts the employment of the mother tongue in the process of target language learning to the teacher only and not to the learner. The learner gets learning facilitated by the teacher's use of the mother tongue, but he; the learner, is encouraged to use the target language.

Advantages of BM:

(1) By offering the meaning of the target language items in the mother tongue, Bilingual Method saves the teacher's time and energies instead of, laboriously, explaining the meaning of the target language items by means of situational presentation in the target language itself. (2) It gives an accurate and direct explanation of target language items through mother tongue. (3) It invests the learner's knowledge of his own mother tongue in the interest of learning the target language. (4) It lays emphasis on developing speech skill which is based on deep perception of the meaning of the target language that promotes the learner's fluency in the target language. (5) It is an easy method which can be employed and implemented even by an average teacher. (6) It doesn't presuppose the availability of a language laboratory or audio-visual aids.

Disadvantages of BM:

(1) It faces the same difficulty as faced by Grammar-

Translation Method embodied in the impossibility of exact translation of some aspects of the target language into the mother tongue of the learner. (2) Although the use of the mother tongue is confined, only, to the teacher, the learner can't avoid it or get rid of the gravitational pull of the mother tongue.

Comparison between BM and GTM:

(1) Bilingual method permits only the teacher to resort to the mother tongue so as to explain the meaning of the target language items in the mother tongue of the learner. In Grammar-Translation Method the teacher and the learner are permitted and given free hand, as well, to resort to the mother tongue without any restriction. (2) Bilingual Method provides sufficient scope for patterns practice whereas Grammar-Translation Method doesn't have such a provision.

However, both are characterized by accuracy. They agree with each other on the importance of developing the learner's accuracy in the target language.

Comparison between BM and DM:

(1) Both emphasize developing the speech skill and fluency of the learner in the target language. (2) Bilingual Method explains the meanings of the target language items through the mother tongue of the learner whereas the same is explained by the Direct Method through situational, contextual and meaningful association in the

target language itself. (3) The implementation of Bilingual Method can be achieved by an average teacher who has an average command over the target language whereas the implementation of Direct Method requires highly qualified and trained teachers who have a good command over the four skills of the target language. (4) Bilingual Method doesn't need audio-visual aids and language laboratories whereas the Direct Method needs them.

Comparison between BM and SA:

(1) Bilingual Method explains the meaning of the target language items through the mother tongue of the learner whereas the Structural Approach explains the meaning of the items of the target language by means of situational presentation and appropriate contextual as well as meaningful association in the target language itself. (2) Bilingual Method doesn't pay much attention to the principle of gradation of the teaching items of the target language whereas gradation is the soul and spirit of the Structural Approach. (3) Both advocate the use of pattern practice and lay emphasis developing oral and speech skill of the learner.

The Cognitive Approach:

In the fifties and the sixties of the 20th. century; with the development of transformational generative grammar and the researches in linguistics and cognitive

psychology, the study of cognitive view of language learning came into existence and offered its own views about language teaching and learning. In fact, it based its assumptions on the researches and findings of cognitive psychology. Chomsky, strongly, believed that the human child is born with an innate ability of acquiring a language. The innate ability develops in the child the capacity to hypothesise about the rules of the grammar of the language to which he is exposed and he, gradually, perceives both its meaning and structure.

However, the cognitive theory asserted that this innate ability of the human child to learn a language is not confined only to the stage of childhood. It claims that all human beings at all stages of their life are equipped to learn a language, provided the perceiving of its semantic aspects through the presentation of the target language in situational and meaningful context as well as the conscious learning of the language as a system. It asserts that to help the learner learn the target language, all manifestations of the process of language learning must be coherently and meaningfully controlled because the learner, consciously, acquires the language in real and actual life contexts. In other words, the Cognitive Approach lays great emphasis on the process of conscious acquisition of the target language. The Cognitive Approach did not accept the idea that the language can be learned only by just performing drills and exercises. It believes that the learner must

consciously control the system of the target language before attempting to use it in actual and real situations. It assumes that grammar doesn't exist independently of the semantic aspects of the language. Therefore, Cognitive Approach permits the analysing of the language system, the conscious explanation of the grammatical function and the intellectual understanding of the language as a system. In other words, it advocates the deliberate and conscious acquisition of the language as a meaningful system. By sticking to such ideas, it aspires for making the learner of the target language acquire a cognitive perception of the target language as a system. It emphasises acquisition of the rules and structure of the target language before proceeding to master the use of language. It means that it has recognised the valuable aspect of the conscious and deliberate teaching/learning of the grammar of the target language which was one of the pillars of Grammar-Translation Method. By sticking to such teaching/learning vision, Cognitive Approach aims at rule learning, use practising and creative articulation of what has been learnt. It seems that it has come to merge between the assumptions of the main methods and approaches and to remove the perpetual opposition which characterised the relation between them. By emphasising mastering the language as a 'system', and stressing perceiving its semantic aspects through situational context, it seems to have tried to reshape some aspects of both the Grammar-Translation

Method and the Direct Method for the purpose of formulating its own vision of learning the target language.

Comparison between Cog. A. and GTM:

(1) Both emphasize learning the system and the rules of the target language.

(2) Cognitive Approach aims at learning the language as a meaningful system and making the learner perceive the semantic aspects of the language whereas Grammar-Translation Method aims at making the learner aware of the formal rules and forms of the target language by means of formal analyzing of the grammatical items and comparing them with their equivalents in the mother tongue of the learner.

Comparison between Cog. A. and DM:

Cognitive Approach advocated the conscious acquisition of the system of the target language as a meaningful system whereas the Direct Method called for avoiding all forms of direct teaching/learning of the grammar of the target language.

Comparison between Cog. A and SA:

(1) Both are approaches which tell us what to teach.

(2) Both advocate developing the learner's skill in dealing with the formal rule and the system of the language.

(3) Cognitive Approach gave a wider dimension to the learning of rules and system of the language and considered them meaningful systems that lead to the perceiving of the semantic aspects of the language and not merely its structure.
(4) The Structural Approach lays emphasis on selection and gradation of structures and vocabulary items whereas this is not the case with the Cognitive Approach.

Communicative Approach:

Communicative Approach has created a revolution in the field of teaching English. It has been receiving attention from experts in the field of ELT since the last quarter of the 20th. century, in the wake of developments in the field of ELT, linguistics, psychology, etc. It developed its own peculiar views about teaching/learning English by merging many philosophies and theories of language teaching/learning. Psychologists laid emphasis on natural rather than on empirical method of teaching/learning the language. Modern linguists laid emphasis more on semantics and pragmatics of the language rather than on its syntax. Therefore, to co-ordinate between such movements, the Communicative Approach emerged and emphasised the shift from medium to message, from form to meaning and from language to the context and situation. In fact, it stands for the underlying philosophy of the older methods and approaches to language teaching such as the Natural Method, Conversational Method, Direct

Method, Cognitive Approach, Functional Approach, etc., which advocated the direct interaction with the target language without allowing the mother tongue to interfere in the process. In other words, Communicative Approach came into existence to evolve a vision of teaching the language as a social tool that makes language interaction an imperative part of the process of learning it. Thus, it resorted to organise pair and group activities rather than concentrating on making the learner depend merely on repetition of sentences and ordered drills which could not give tangible results in learning the target language. Therefore, this approach is facilitative rather than descriptive, in the sense that the teacher is an onlooker rather than a controller of the process of learning. In other words, as it considers the language as a tool, it encourages pair and group activities and interaction that creates complete involvement of the learner in the learning activity. It prefers to engage the learner in activities that enable him to communicate in the target language and not to deal with its codes, structures and rules. Therefore, it called for forsaking the conscious learning of the grammatical rules and forms. It re-emphasised the importance of meaning and pushed the system to the background.

The Main Characteristics of Com. A.:

(1) It lays stress on language as use rather than as form, structure or paradigms.

(2) It lays emphasis on acquainting the learner with the semantics and functional meaning of language in actual and real-life interaction rather than on isolated forms or words.
(3) It attempts to make the learner perceive the grammar of the language intuitively and inductively through notions and functions.
(4) It attempts to make the teacher an onlooker and facilitator of the learning process whereas the learner has to be actively involved in the learning activity.

Communicative Approach has influenced syllabus design. It advocated the production of authentic learning courses so as to expose the learners to the language of real life, develop their ability to deal with all skills of the language and foster their communicative competence. It shifted the stress from language as a system to language as a 'communicative event'. It means that acquiring 'communicative competence' is the basic goal and the driving force of this approach. It aims at enabling the learner to have control over various skills, meanings, functions, uses and notions of the target language by means of active participation in the process of learning the functions and notions of the target language. Wilkins and Van Ek and Alexander (1980) prepared a functional-notional list of language which took into consideration the learner's communicative needs. The functional-notional communicative material produced by them became the basis of the current

functional-notional syllabuses.

Although, as it was mentioned earlier, Communicative Approach might have extracted some of its ideas from methods and approaches which preceded it, but it possessed its own peculiarity. For example, it might be nursing the spirit of Direct Method and presupposes the existence of an appropriate environment of exposure to the target language, but it gave a cultural dimension to its theoretical vision. In Communicative Approach, exposure to the target language means exposure to a wide aspect of the culture of the target language displayed through its spoken, written and elocutionary forms. In other words, it distributes the culture of the target language to the learner during the process of teaching/learning it.

However, as far as Sudan is concerned, such a theory can't flourish in it because the culture the English language represents is alien and will remain alien to the Sudanese. Not only that, even any effort to teach English with stress on developing listening and speaking skills is futile. It is an unachievable dimension and will never succeed in Sudan. It will meet the same fate of the Direct Method although the latter did not have declared cultural ambitions and agenda. Moreover, this approach can be implemented and achieved only by an efficient and resourceful teacher who has significant command over various skills of the English language. The Sudanese teachers of English are not sufficiently

proficient in English to meet the requirements of implementing the so-called Communicative Approach of ELT in Sudan.*****

Conclusion:

This detailed study of various methods and approaches of language teaching shows that there is no perfect method of teaching a foreign language. In other words, no single method is superior to other methods. Every method which has been discussed above came as a reaction against some aspects of the philosophy preceding it and not against the whole philosophy. Therefore, teaching of a foreign language cannot be conceptualized within a single methodological framework. This fact indicates that ELT is a formidable and challenging task. Opting for a particular method for teaching a foreign language depends on the peculiarity of the teaching/learning situation in which the target language is being taught. Nevertheless, there is an immediate need to make teachers evolve and adopt a suitable method for ELT. In the absence of a proper method of ELT its teaching is bound to be lopsided and in such a situation proper learning cannot be ensured. The issue of teaching method in any language teaching situation crucially influences classroom progress. Therefore, we need to evolve a suitable method to ensure that the ELT practices are on the right track. We must remember that English language teaching/learning

in Sudan will not be a load provided suitable methods of language teaching are used.

In evolving a suitable method of ELT in Sudan, we must take into account the following factors: (1) The objectives of teaching English and the national need for learning it in a particular context determine the method to be used. For example, teaching English as a 'library language' may lay emphasis on fostering the learners' reading and referencing skills. (2) The status of English in a particular country influences the adoption of certain method. (3) Selecting a method may be influenced also by the stage at which teaching English starts. If teaching of English starts at class first Basic level, then the course may suggest a particular method of teaching English which is absolutely different from that if its teaching starts at class either 5th. or 7th. of the same level. (4) The age of the learner, his aptitude, caliber, motivation and his need for English influence the selection of the method. The method used with an intelligent young learner may not suit an adolescent or slow learner. (5) Adoption of a particular method may depend on the academic and professional qualification of the teacher and the extent of his mastery over the various skills of English. (6) The number of the students in a class affects, more or less, the extent of success of certain method over others. In small classes where the teacher can pay individual attention to each learner, the method of teaching English may be different from that

which is devoted for large classes. (7) Certain methods can be successful if language laboratories and teaching aids are available whereas in the absence of teaching aids the teacher may opt for another method which he may find more suitable in the absence of teaching aids.

In Sudan we mostly need the majority of our students to foster their reading and referencing skill in English. In other words, Sudanese students need to have command over the passive/receptive[8] knowledge of the English language, particularly, reading skill. They must be able to get involved in purposeful intensive and extensive silent reading. If we adopt such an aim, there is a great scope and hope of achieving it. Teaching and learning reading skill are easy. Moreover, reading is interesting and enjoyable and it can fill up the gap created by the absence of actual and real listening and speaking environment in the Sudanese context. Sudanese learners may also need to write in English though it would be more suitable for them to master the art of translation which would automatically supplement the skill of writing. Therefore, in a FL context, it is not necessary to teach all the four skills of the English language. Reading Method that aims at incorporating the activities of developing reading, referencing and translation skills is quite relevant to a foreign language teaching situation like Sudan. In other words, Reading Method can be supported by a selective blending of some of the above methods and approaches and can be

opted for and implemented confidently to achieve the desired goals.

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***** *For further critical dealing with Communicative Approach, please refer to the book titled: History of English Language in Sudan: A Critical Re-reading", by the same author.*

English Pronunciation and the Sudanese Learners

When Sudanese students start learning written Arabic at the age of 5 or 6, they have already mastered the sound system of Arabic and the basic structures of its spoken form. By that time, they also know Arabic vocabulary items relevant to their range of experience and almost sufficient to be a base for further ramified development in various aspects of Arabic language. But when they start learning English at the age of 10 or 12 in government schools, they know nothing about its sound system. They find difficulties in pronouncing English words unless they are guided by a model pronouncer which is almost absent in ELT context in Sudan. This situation poses a challenge to both the process of teaching English in general and its pronunciation in particular.

This may be due to many factors. In addition to the scarcity of qualified teacher who is capable of giving model pronunciation, there are phonological differences between Arabic and English. Arabic script is essentially phonetic. In the Arabic language, there exists a good deal of sound and symbol correspondence. On the other hand, it is a well-known fact that the pronunciation, spelling and writing systems of English language are not absolutely true guides to each other. There is often no one-to-one correspondence between letters and sounds

in English. In fact, English is loaded with inconsistencies of spelling and pronunciation. In other words, English spelling and pronunciation have no logical phonetic correlation and they do not always correspond to each other. In many cases, the pronunciation of a word cannot be inferred from its spelling. Similarly, the spelling of a word cannot be inferred from its pronunciation. Therefore, it can be, emphatically, said that English is not a phonetic language.

No one can deny the fact that the notorious nature of English pronunciation and the confusing character of English spellings baffle and overburden the Sudanese learners of English. The inconsistency between the letters of English and the sounds they represent in writing is one of the major sources of difficulties for the Sudanese learners. Nevertheless, it can't be denied that the influence of the Arabic language is also often visible in this case. They tend to write English words on the basis of its sounds which they tend to interpret through Arabic sound system. This reflects the straightforward affiliation of English language sound system to that of Arabic language and the annihilation of the existence of any distinctive characteristics of English as such. Sometimes they resort to transcribe or transliterate English words in Arabic script without any consideration to the peculiarity of the English graphic and sound system and consequently they develop what

can be called 'Arabicised English'. For example, they transliterate the English word '*table*' into Arabic by writing it 'تيبول ' /teibul/. This state of affairs affects their style of writing and later on it affects also their way of speaking it. Thus, the general writing of the Sudanese learner of English shows an apparent pull of the mother tongue manifested through the transcript of 'Arabicised English'.

Moreover, many complications of English sound system pose problems to the Sudanese learner in learning writing English. Some letters in English language stand for one sound, but some others stand for more than one sound. These letters which stand for more than one sound become problematic for the Sudanese learners of English. For example, the English letter '*a*' has different sounds in *cart, apple, hall, cane*. The letter *'u'* has different sounds in *hut, put, understand, university.* The letter *'i'* has one sound in *fine* and another in *fit.* The letter *'s'* sounds differently in words like: *present, fast, because, son.* The English letters /s/, /z/ and /c/ are used to represent two sounds, namely, /s/ and /z/. The learners usually confuse between them. They write: *pensil* instead of *pencil, expencive* instead of *expensive, prezent* instead of *present, sciense* instead of *science, sence* instead of *sense.* The letter /c/ has different sounds in *car, pencil*. It differs even within a single word, e.g., *cycle, circumstance.*

The combination of some letters in English results in the same sound, e. g., *feed, seat, thief, receive,*

people. It means that the same sound may display itself through more than one representation in writing, e.g., *weak- week, meat-meet, reed-read, write-right-rite, brake-break*. A group of vowels and consonants in English may come together to form a sound, e.g., *tion* as in *nation* or *relation, ough* as in *rough* or *cough, ght* as in *right* or *fight*. Some letters in the English language are written, but they are silent. In other words, they are written, but not pronounced, e. g., *lis<u>t</u>en, <u>h</u>our, <u>k</u>now, <u>k</u>nowledge, <u>k</u>nife, hal<u>f</u>, ta<u>l</u>k, <u>w</u>rite, receip<u>t</u>*.

Moreover, English has two distinct bilabial plosives one voiced [*b*] and one voiceless [*p*] whereas Arabic possesses only [*b*]. Consequently, they tend to spell some words with [*b*] instead of [*p*]. This case accounts for wrong spelling such as *bretty* instead of *pretty, balm* instead of *palm*, or they may do exactly the opposite, e.g., *pat* instead of *bat, ropot*, instead of *robot*. It seems also that teachers are over-emphasizing proper pronunciation of puffing [*p*] when it is first taught as distinguished from [*b*]. This makes the learner generalize the rule and commit errors such as *poy* instead of *boy, Arapic* instead of *Arabic, proplem* instead of *problem*, p*oat* instead of *boat*. Learners confuse also between /ie/ and /ei/. They write *acheive* instead of *achieve, recieve* instead of *receive*. The arbitrariness and inconsistency of the weak vowels of the English language account for the occurrence of errors such as: *coler* instead of *color, bottum* instead of *bottom, villige* instead of *village, bigin* instead of *begin, husbund* instead of *husband*.

They also commit errors by doubling a single consonant, e.g., *sleepping* instead of *sleeping, eatting* instead of *eating*. They may do exactly the opposite by making a double consonant single, e.g., *shiping* instead of *shipping, biger* instead of *bigger, puting* instead of *putting, swiming* instead of *swimming*.

For example, Arabic has the sounds: غ ، ظ ، ع ، ق ، ض ، ح ، خ while English doesn't have them. They are almost absent in English. Therefore, they are uncommon to the native speakers of English. On the other hand, standard Arabic doesn't have the sound of /*g*/ as pronounced in *governor* and /*ʒ*/ as pronounced in *measure, treasure* and *pleasure.*

Another source of errors confronting Sudanese students learning the English language comes from the English consonant cluster. Such errors may be attributed to the absence of initial and final consonant clusters in Arabic language. In other words, Arabic doesn't have words which have two consonants as its initial or final letters without being separated by a vowel. It means that in the process of word formation in Arabic, there is always a vowel that interferes between Arabic consonants. Therefore, the Sudanese learners of English face difficulties in dealing with English words which begin with initial consonant clusters such as *free', 'play', 'flag', 'gram', 'bread'.* Anticipating the same system of Arabic which inserts a vowel between initial two consonants, the learner tends to insert a vowel between

the initial clusters or before the last consonant in the final cluster, e.g., *firee* instead of *free, pelay* instead of *play, tiree* instead of *tree*, *gelad* instead of *glad, beread* instead of *bread.* The same also is the case with the clusters of English when they occur at the end of the word. They write *organisim* instead of organism, *logarithim* instead of *logarithm*.

Moreover, the system of word formation in Arabic is not the same as that of English. In this regard, it is important to remember that Arabic is a Semitic language. It is based on consonantal root system. Variations in meanings can be made by voweling the consonants, adding suffixes, infixes, and prefixes to the root. Generally, the root consists of three letters. For example, from the root *KTB* as in the word (*Ka Ta Ba*) (meaning: *wrote*) we can get (*KiTaB – book), (KuTuB –books), (maKTooB – written), (KaTiB – writer), (maKTaBa – library), (maKTaB – office), etc.* These vowels which exist in word-formation are either short vowels in the form of symbols or long vowels in the form of letters.

The above brief references to the common difficulties facing the Sudanese learners affirm the need of a deep look into the English pronunciation. It is, therefore, necessary for the Sudanese learners of English at higher levels of education who are destined to be teachers of English, to be aware of the inconsistencies between the sound system of English and its orthography. Learners should know what speech sounds are and how they are pronounced. This must be done through ear-training exercises. It is well known that

young children imitate what they listen. Therefore, they can be taught correct pronunciation not directly through phonetic symbols, but through indirect phonetic drills which embody the required exercises that can solve the problem. Such drills, if properly practiced, may enable the learners to avoid pronunciation mistakes and improve their performance in English spelling and dictation.

Therefore, to enable the learner to deal with pronunciation problems, teachers themselves must study phonetics and acquire correct pronunciation. To minimize problems facing learners and improve teaching input, the teachers of English must be conversant with correct pronunciation and if they are not, they must be trained in phonetics. Those who teach at the Basic level must be specifically given such a training. However, by the term 'correct pronunciation' I do not mean the British or American style of pronunciation, accent or rhythm, but the correct pronunciation that ensures intelligibility of the speaker. With the domination of the so-called globalisation, we need a variety of English that is neutral to British and American English. It would not be bad if a new variety emerges as a result of the influence of the Arabic language as the pattern of what is called Indian English. This does not mean to take pronunciation as an end in itself or to neglect it entirely. Intelligible pronunciation is a valuable asset in the process of learning any language. Therefore, phonetics must be taught to those who aim at being teachers of

English at various levels of education. In fact, I have included, in this book, the following brief dealing with phonetics of English in order to help teachers and advanced learners perceive its relation with that of Arabic.

Phonetics:

Phonetics can be defined as the systematic and scientific analysis and study of the speech sounds of a language. As far as the phonetics of English is concerned, the Sudanese teacher should be acquainted with it in order to teach English correctly. The study of phonetic becomes imperative for teachers of English and the specialised learners of English. Teachers must devise systematic phonetic notations for themselves. They must be acquainted with phonetic transcription of English. The pronunciation of the new item of English must be taught properly to prevent the insurgence of a wrong habit of usage which will be difficult to eliminate. The teacher and the learner can go ahead to include correct pronunciation and make it part of reading comprehension.

The Value of Phonetic Transcription:

Phonetic symbols of the English language were invented so as to clarify the pronunciation system of English. The system of phonetic symbols evolved a pronunciation principle which is based on one symbol

for one sound. Professor Daniel Jones, one of the most eminent scholars in the field of phonetics, considers phonetic transcription "an unambiguous system of representing pronunciation by means of writing, the basic principle being to assign one and only one letter to each phoneme of the language." It is a kind of writing which is characterised by its own standardised system of describing the sounds of the target word. For example, a pair of square brackets [*p*] stand for a phonetic transcription of the letter '*p*'. A pair of slant bars / / stand for a phonemic transcription, e.g., *mill* is phonemically transcribed as /*mil*/.

Many of the phonetic alphabets 'symbols' of English differ from their conventional letters or alphabets. In the conventional letters of English, a single letter may stand for two or more sounds. In the written conventional English, the word *caught* has six letters, but when it is transcribed, it acquires only three sounds, /kɔ:t/, whereas in the word *fix* there are only three letters, but when it is transcribed we learn it has four sounds, /fiks/. It is clear that the phonetic script is a system that provides one symbol for one distinct sound. Therefore, phonetic transcription can help the Sudanese teacher of English to record, minutely, all aspects of an utterance and to pronounce the words of English correctly in order to be a model for his students. Moreover, it is important to keep in mind that the pronunciation offered in many bilingual dictionaries is

not always correct or reliable. Therefore, it is better to rely upon standard monolingual dictionaries of English such as '*Everyman's English pronunciation Dictionary*', by Daniel Jones, or '*Oxford Advanced Learner's Dictionary of English*', by A. S. Hornby, etc. For further information, students can refer to them. The bibliography of this book includes some other useful titles.

The value of phonetics or phonemic transcription, for the Sudanese learner of English at advanced level aspiring for being the teachers of the English language in future, can be stated as follows: (1) It enables the Sudanese learner to realise the peculiar nature of some sounds of English. (2) It enables him to distinguish between the sounds of English and those of the Arabic language and know the similarities and differences between them. (3) It enables the learner's visual and auditory memory to perceive and master the correct pronunciation of the English language. (3) It makes the Sudanese learner of the English acquainted with the standardised description of the sound system of the English language. (4) It enables the Sudanese learner to perceive the process of the production of English speech sounds and the role of different organs of speech in the whole process.

Organs of Speech and Production of Sounds:

The energy that contributes to the

production of the speech sound is created by the air-stream coming out of the lungs. The larynx which contains the vocal cords, is situated at the top of the wind-pipe or the trachea; (see Fig. 1). The vocal cords are flexible organs that can be brought together or kept apart. The opening between the vocal cords is called the glottis. (see Fig. 2 and 3) During normal breathing the glottis is kept open. When a person coughs, the glottis is, tightly, held together or closed. Consequently, the air which comes out from the lungs is held up beneath the glottis. Then, the glottis is, suddenly, opened and the air is released. It means that coughing occurs as a result of the sudden release of an arrested air. However, in the natural situation, it is this air which is released from the lungs that is invested to produce the vibration necessary for the purpose of converting it into various speech sounds. While speaking, the vocal cords are held, sufficiently, close together and they vibrate as the air from the lungs passes through them. It is this vibration which creates various speech sounds. Speech sounds can be voiced or unvoiced.

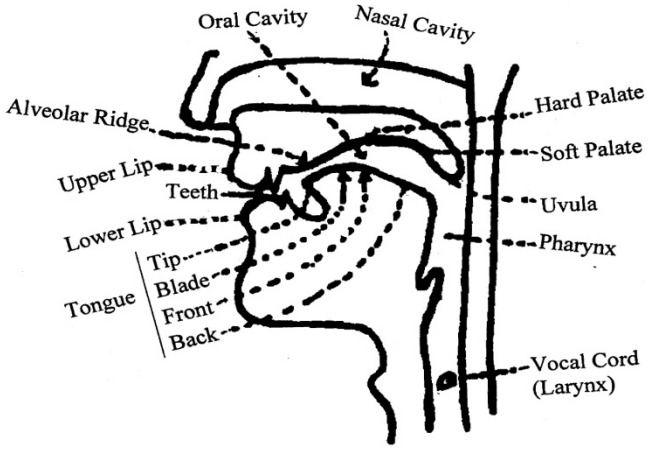

Fig. 1.

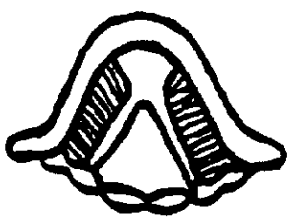

Fig. 2.

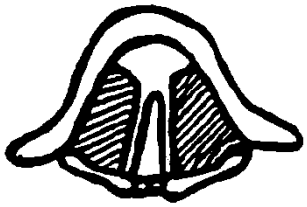

Fig. 3.

Voiced and Voiceless Sounds:

The speech sound can be voiced or voiceless. The sound which is accompanied by the vibration of the vocal cords, is called voiced sound. In the process of producing voiced sounds the vocal cords are loosely held together while the pressure of the air which comes

out from the lungs makes them open and close rapidly. This rapid closing and opening of the vocal cords produce voiced sounds as a result of the vibration of the vocal cords. Contrarily, in the process of producing voiceless sounds, the vocal cords are drawn apart from each other and the glottis is opened to enable the air to get in and out and the vocal cords don't vibrate.

Aspiration in English:

The term 'aspiration' means the puffing of air when a plosive sound is pronounced. The unvoiced plosives of the English language include: /p , t , k/. When they are followed by a vowel in a stressed syllable, they are strongly aspirated, e.g., 'pill', 'till', 'kill'. When the plosives /p , t , k/ are preceded by /s/, aspiration is either absent or reduced as in 'spill', 'still', 'skill'. Aspiration is absent when /p , t , k/ followed by /l/ or /r/ as in 'please', 'cream', 'travel', etc.

Vowels as Distinct from Consonants:

Speech sounds may be divided into two broad categories: (1) Vowel and (2) Consonant.

A Vowel Sound:

A vowel sound is produced without confronting any partial or complete obstruction in the oral passage. In other words, in the production of vowel sounds, there is no closure or narrowing of the air passage that may

create audible friction. It means that the stream of the released air flows freely from the lungs to the lips and beyond without being partially or completely squeezed, stopped or deflected. Moreover, in the process of producing the vowel sound there is also no vibration in the supra-glottal organs. In other words, there is neither closure nor narrowing of the air passage. Therefore, the air from the lungs is released through the mouth in the form of a continuous air stream.

On the other hand, in the production of a consonant sound, the air which is released from the lungs confronts an obstruction, squeezing and deflection in the oral passage. This leads to the complete stopping of the air. Consequently, one of the supra-glottal organs vibrates. The vocal cords vibrate to produce 'voice'. However, the sound produced by the vibration of the vocal cords is modified according to the shapes of the cavities of the pharynx and the mouth. The shapes of these organs, in turn, depend on the position of the tongue and the lips. Therefore, the clear distinction between the vowels and consonants is embodied in the fact that vowels are unobstructed sounds whereas consonants are obstructed sounds. Nevertheless, there are some vowels that exist within consonant sounds in words like '*he*', *'ham', 'hoe'*, and '*who*'. The consonant 'h' in these words is a glottal aspirant. It can be considered a voiceless vowel because in the process of pronouncing 'h' in the above words, the position of the tongue and the lip is similar or

almost the same as that of each vowel which follows it.

Criteria for Classifying Vowels:

Vowels are classified according to the following criteria:

(1) The part of the tongue raised to contribute to the articulation of the vowel.
(2) The degree of the height of the tongue.
(3) The position of the lips.

The above criteria give rise to different types of vowels. In other words, different parts of the tongue are raised for the purpose of articulating different vowels. When vowels are classified according to the part of the tongue raised, we will distinguish three groups:

(1) **Front vowels**: The vowels which are produced by raising the front part of the tongue, are called front vowels. They are: /i**:** , i , e , æ /.

(2) **Central vowels**: They are the vowels which are produced by raising the centre of the tongue. They are: /ə**:** , ə final ə non-final , ʌ , a/.

(3) **Back vowels**: They are the vowels which are produced by raising the back of the tongue: They are: /a**:** , ɔ , ɔ**:** , u , u**:**/. (see Fig. 4)

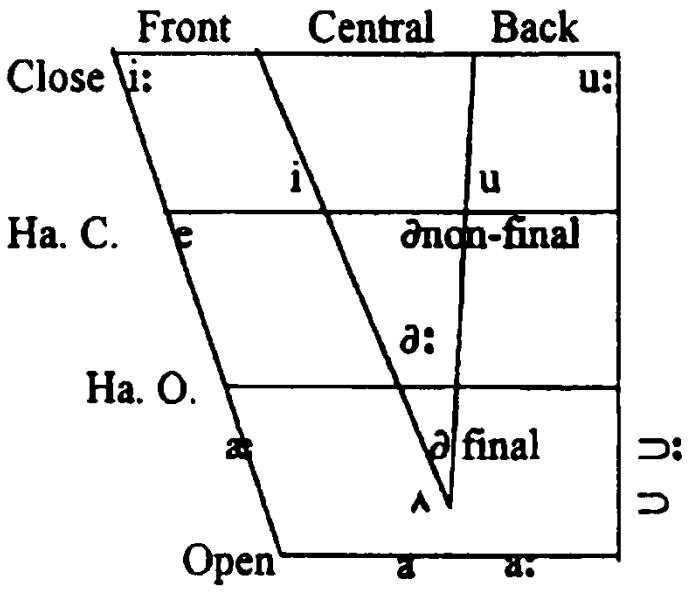

Fig. No. 4

In Fig. No. 4, the upper horizontal side of the quadrilateral represents the various parts of the tongue which are raised, e.g., front, central and back. The oblique vertical side stands for the height to which the tongue is raised. The upper horizontal side shows the maximum height to which the tongue can be raised. It stands for close vowels. The lower horizontal side shows the lowest position to which the tongue can be lowered. It stands for open vowels. However, if the tongue takes a position at one-third of the distance from close to open, it contributes to the production of half-close vowels. If the tongue takes a position at two-thirds of the distance from close to open, it contributes to the production of half-open vowels.

These different types of vowels may be rounded or

un-rounded. In the pronunciation of the vowels /i**:** , i , e , æ , a**:** , ʌ/, the shape of the lips is neutral or spread. Therefore, they are called un-rounded vowels. However, in the pronunciation of the vowels /ɔ , ɔ**:** , u , u**:**/ the position of the lips is rounded. Thus, they are called rounded vowels. Whereas in the pronunciation of the vowels /ə**:** , ə final , ə non-final , a/, the position of the lips is half-open or half closed. Thus, they are called neutral vowels.

When vowels are classified according to the degree of tongue raising, we will have the following types of vowels:

1. **Close Vowels**: They are /i**:** , u**:**/. In the production of these vowels, the concerned part of the tongue is raised as near as possible to the roof of the mouth, but without any friction or closure.
2. **Half-Close Vowels**: They are: /i , u , e/. They are those vowels in which the tongue occupies a position about one-third of the distance from close to open.
3. **Half-Open Vowels**: They are: /ə**:** , ə/. They are those vowels in which the tongue occupies two-third of the distance from close to open.
4. **Open Vowels**: They are: /ʌ , ɔ**:** , ɔ , a**:** , æ/. In the production of these vowels, the concerned part of the tongue is raised as low as possible from the roof of the mouth, e.g., /a**:** /.

While producing vowels, lips have different shapes. They can be *spread* as for the vowel /i**:**/ (Fig. 5a), *neutral* as for the vowels /e/ (Fig. 5b), *open* as for /a**:**/ (Fig. 5c), *open-rounded* as for the vowel /ɔ/ (Fig. 5d),

closed-rounded as for the vowel /u:/ (Fig. 5e).

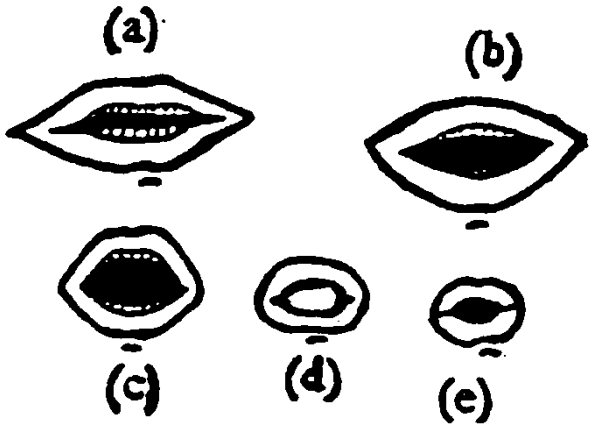

Fig. 5.

Characteristics of English Vowels:

1. They are all oral, i.e., in the production of vowels, the soft palate is raised to close the nasal cavity; (the nasal passage).
2. They are all continuant, i.e., the production of vowels experiences no obstruction in the air passage and the air is released continuously.
3. They are all voiced, i.e., during the production of vowels, the vocal cords vibrate.
4. Various vowel sounds are produced by making a slight adjustment in the different organs of speech.
5. They are either long or short vowels. When the long vowels are produced, the sound can be produced while the tongue is kept at one place.

6. They are either pure (monophthongs) or (diphthongs). Pure vowels are single sounds without glides whereas the diphthongs combine two vowels with glides.

Professor Daniel Jones offered model phonetic notations to transcribe (1) pure vowels, (2) diphthongs, and (3) consonants.

There are twenty vowels in English. They are divided into (1) pure vowels (monophthongs), and (2) the diphthongs. The pure vowels are twelve. The diphthongs are eight.

The following are the phonetic symbols for the pure vowels (Monophthongs) of the English language:

No.	Symbol	Ordinary Spelling	Phonetic Transcription
1.	/i:/	see , me	/si:/ /mi:/
2.	/i/	hit , it	/hit/ /it/
3.	/e/	get , set	/get/ /set/
4.	/æ/	cat , mat	/cæt/ /mæt/
5.	/a:/	harm , farm	/ha:m/ /fa:m/
6.	/⊃/	got , pot	/g⊃t/ /p⊃t/
7.	/⊃:/	call , all	/k⊃:l/ /⊃:l/
8.	/u/	put , full	/put/ /ful/
9.	/u:/	fool , food	/fu:l/ /fu:d/
10.	/Λ/	cut , but	/kΛt/ /bΛt/
11.	/ə:/	girl , learn	/gə:l/ /lə:n/
12.	/ə/	admit , again	/ədmit/ /əgein/

Diphthongs fall into three groups:

(1) Diphthongs end in /u/

(2) Diphthongs end in /i/

(3) Diphthongs end in /ə/

Generally, the following are the phonetic symbols for the diphthongs of English:

No.	Symbol	Ordinary Spelling	Phonetic Transcription
1.	/ei/	say , may	/sei/ /mei/
2.	/ou/	bow , low	/bou/ /lou/
3.	/ai/	fly , high	/flai/ /hai/
4.	/au/	how , now	/hau/ /nau/
5.	/⊃i/	toy , boy	/t⊃i/ /b⊃i/
6.	/iə/	near , dear	/niə/ /diə/
7.	/eə/	fair , hair	/feə/ /heə/
8.	/uə/	poor , sure	/puə/ /ʃuə/

The following are the phonetic symbols for the twenty-four consonants of English:

No.	Symbol	Ordinary Spelling	Phonetic Transcription
1.	/p/	pin , pen	/pin/ /pen/
2.	/b/	ball , bet	/b⊃:l/ /bet/
3.	/t/	table , tea	/teibl/ /ti:/
4.	/d/	desk , did	/desk/ /did/

5.	/k/	kill , kiss	/kil/ /kis/
6.	/g/	go , get	/gəu/ /get/
7.	/f/	fin , fell	/fin/ /fel/
8.	/v/	very , vain	/veri/ /vein/
9.	/θ/	think , thin	/θink/ /θin/
10.	/ð/	them , this	/ðem/ /ðis/
11.	/s/	set , sell	/set/ /sel/
12.	/z/	zoo , zeal	/zu:/ /zi:l/
13.	/ʃ/	Sheep , ship	/ʃi:p/ /ʃip/
14.	/ʒ/	Measure , pleasure	/meʒ(r)/ /pleʒ(r)/
15.	/tʃ/	chief , much	/tʃi:f/ /mʌtʃ/
16.	/dʒ/	judge , age	/dʒʌdʒ/ /eidʒ/
17.	/m/	met , men	/met/ /men/
18.	/n/	net , nil	/net/ /nil/
19.	/ŋ/	sing , king	/siŋ/ /kiŋ/
20.	/l/	lip , live	/lip/ /liv/
21.	/r/	red , reel	/red/ /ri:l/
22.	/h/	hill , hell	/hil/ /hel/
23.	/j/	you , yes	/ju:/ /jes/
24.	/w/	we , weak	/wi:/ /wi:k/

However, it would not be out of place to give a brief account of some aspects of Arabic script, sound and

writing systems. Arabic has 29 scripts. They are cursive scripts whereas the Roman scripts are vertical. Arabic letter forms itself into various shapes according to its position in a word, whether connected or stand individually.

Arabic Letters:

1. ا = a
2. ب = b
3. ت = t
4. ث = th (as in 'thank').
5. ج = j or the soft version in 'g' as in 'gem'.
6. د = d
7. ذ = th (as in 'that').
8. ر = r (slightly rolled).
9. ز = z
10. س = s
11. ش = sh
12. ف = f
13. ك = k
14. ل = L
15. مـ = m
16. ن = n
17. هـ = h
18. و = w
19. ي = y (as in 'yes')

20 ح = h : It is a strong glottal h. (voiceless pharyngeal fricative).

21. خ = kh : It is a velar fricative as in Scots 'loch' (voiceless velar fricative).

22. ص = s : It is an emphatic strong 's'. It is a retroflex blade-alveolar as in 'son', 'sun' (voiceless fricative).

23. ض = d : It is an emphatic strong 'd'. It is an inter-dental fricative. (voiced dental velarized stop).

24. ط = t : It is an emphatic strong 't'. It is a retroflex plosive as in 'talk'. (voiceless dental stop).

25. ظ = z : It is an emphatic strong 'z'. It is an inter-dental fricative. (voiced inter-dental fricative).

26. ع = a : It is the glottalization of 'a'. In other words, it is strong glottal stop produced by compression of glottis and the sudden release of the pressured air. (voiced pharyngeal fricative).

27. غ = g : It is a sound produced by the place contributing to the production of gargling of 'g' sound. It is articulated by the back of the tongue against the uvular. (voiced velar fricative).

28. ق = k : It is a uvular plosive sound produced by the back of the throat and may be represented by English 'q'. (voiceless pharyngeal).

29. ء = a : It is a sound which has a glottal stop that gets a second 'a' after a long 'a' as in 'sa'ala' (asked)

The Pure Vowels:

The following is a brief description of the twelve pure vowels (monophthongs) of English, (see Fig. 6). They are described according to:

1. Length of the vowel.
2. Height of the tongue.
3. Part of the tongue which is the highest.
4. Position of the lips.
5. Opening between the jaws.

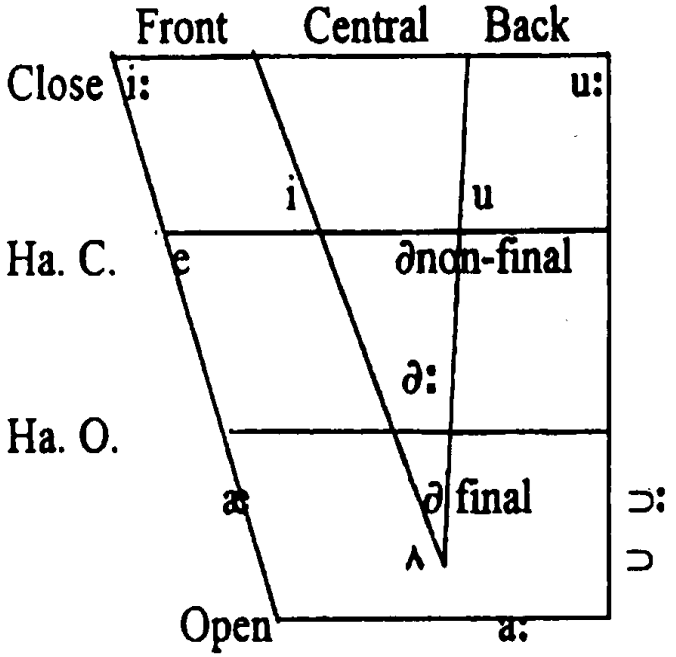

Fig. No. 6

1. /i:/, as in the sound of *bee, me, see, she, key*.
   (a) Length of the vowel: long vowel;
   (b) Height of the tongue: nearly close;

(c) Part of the tongue which is the highest: the front;
(d) Position of the lips: spread;
(e) Opening between the jaws: narrow to medium.

2. /i/, as in the sound of *bill, kill, mill, sit, bit.*
(a) Length of the vowel: short vowel;
(b) Height of the tongue: nearly half-close;
(c) Part of the tongue which is the highest: the front;
(d) Position of the lips: spread;
(f) Opening between the jaws: narrow to medium.

3. /e/, as in the sound of *met, let, bell.*
(a) Length of the vowel: short vowel;
(b) Height of the tongue: mid-way between half close and half-open;
(c) Part of the tongue which is the highest: the front;
(d) Position of the lips: spread;
(f) Opening between the jaws: medium.

4. /æ/, as in the sound of *bad, sad, cat, cap.*
(a) Length of the vowel: short vowel;
(b) Height of the tongue: mid-way between half-open and open;
(c) Part of the tongue which is the highest: the front;
(d) Position of the lips: spread;
(f) Opening between the jaws: medium to wide.

5. /a**:**/, as in the sound of *past, cast, mask.*
   (a) Length of the vowel: long vowel;
   (b) Height of the tongue: fully open;
   (c) Part of the tongue which is the highest: the back;
   (d) Position of the lips: neutral;
   (f) Opening between the jaws: medium to wide.

6. /⊃/, as in the sound of *log, pot, cop.*
   (a) Length of the vowel: short vowel;
   (b) Height of the tongue: fully open;
   (c) Part of the tongue which is the highest: the back;
   (d) Position of the lips: open lip-rounding;
   (f) Opening between the jaws: medium to wide.

7. /⊃**:**/, as in the sound of *call, mall.*
   (a) Length of the vowel: long vowel;
   (b) Height of the tongue: between half-open and open;
   (c) Part of the tongue which is the highest: the back;
   (d) Position of the lips: between open and close lip-rounding;
   (f) Opening between the jaws: medium to fairly wide.

8. /u/, as in the sound of *look, full, pull, cook, book*.
   (a) Length of the vowel: short vowel;
   (b) Height of the tongue: just above half-close;
   (c) Part of the tongue which is the highest: the fore part of the back;
   (d) Position of the lips: fairly close lip-rounding;
   (f) Opening between the jaws: medium.

9. /u**:**/, as in the sound of *boot, shoot, fool, mood*.
   (a) Length of the vowel: long vowel;
   (b) Height of the tongue: nearly close;
   (c) Part of the tongue which is the highest: the back;
   (d) Position of the lips: close lip-rounding;
   (f) Opening between the jaws: narrow to medium.

10. /Λ/, as in the sound of *but, hut, shut, cut, blood.*
   (a) Length of the vowel: short vowel;
   (b) Height of the tongue: half-open;
   (c) Part of the tongue which is the highest: the fore part of the back;
   (d) Position of the lips: neutral;
   (f) Opening between the jaws: wide.

11. /ə**:**/, as in the sound of *bird, shirt, girl.*
   (a) Length of the vowel: long vowel;
   (b) Height of the tongue: little below the half-close position;

(c) Part of the tongue which is the highest: the central part;
(d) Position of the lips: neutral;
(f) Opening between the jaws: narrow.

12. /ə/, as in the initial sound of *again* and the second vowel of *lemon*.
(a) Length of the vowel: very short vowel;
(b) Height of the tongue: mid-way between half-close and half-open;
(c) Part of the tongue which is the highest: the central part;
(d) Position of the lips: neutral;
(f) Opening between the jaws: medium.

The Impure Vowels (Diphthongs):

Diphthongs combine two vowels with glides. The whole glide acts like one of the long simple vowels. Diphthongs change their quality in the course of production. In other words, a diphthong begins as one vowel and ends as another. Therefore, in the process of phonetic transcription a diphthong is represented by two phonetic symbols. The first symbol indicates the starting position of the tongue and the second symbol represents the final position of the tongue.

There are two types of diphthongs. They are:

(1) Closing diphthongs: In this type of diphthongs the movement of the vowel glide is in the direction of

the closing position of the tongue. The movement may be narrow or wide. If the movement is small, the diphthong is called narrow, but if the movement is large, the diphthong is called wide. (see Fig. 7)

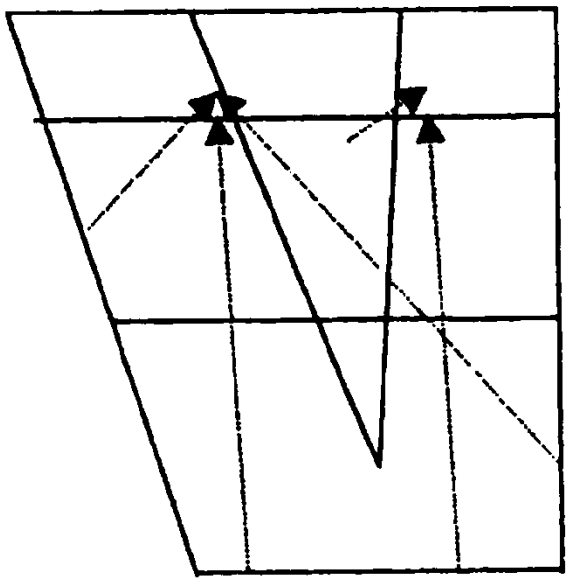

Fig. 7

(2) Centering diphthongs: In this type of diphthongs the movement of the vowel glide is in the direction of the centre of the tongue. (see Fig. 8)

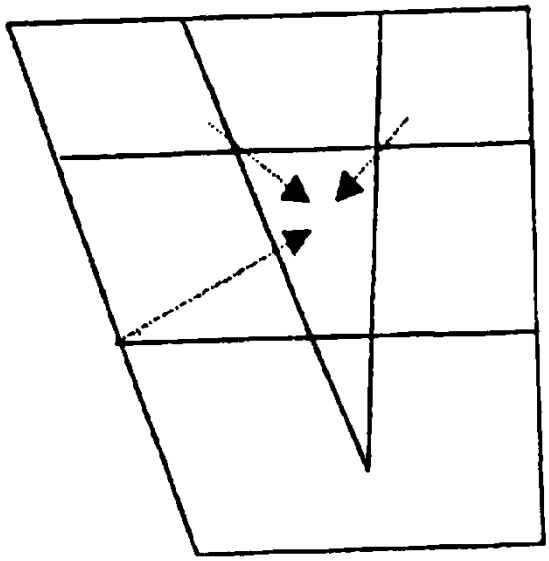

Fig. 8

Like the monophthongs, the diphthongs of English are described according to the following:

1. The type of the diphthong;
2. Position of the tongue;
3. Position of the lips;
4. Opening between the jaws.

A Brief Description of English Diphthongs:

1. /ei/, as in the sound of *gate, may, cage*.
   (a) Type of the diphthong: closing narrow
   (b) Position of the tongue: the tongue starts in the position for vowels No. 3 /e/ and moves towards vowels No. 2 /i/.

(c) Position of the lips: spread and more open at the start than at the end.

(d) Opening between the jaws: medium when starting and becomes narrow towards the end. (see Fig. 9)

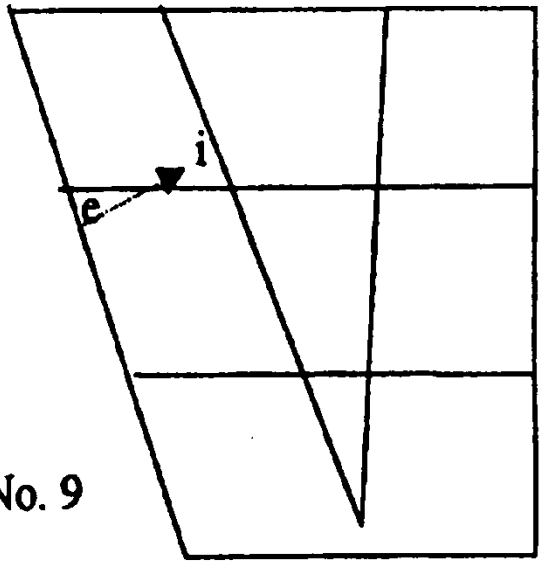

Fig. No. 9

2. /əu/, as in the sound of *go, grow, show, low.*

(a) Type of the diphthong: closing narrow

(b) Position of the tongue: the tongue starts just below half-close position and moves towards vowels No. 8 /u/.

(c) Position of the lips: unrounded in the beginning, slight rounding towards the end.

(d) Opening between the jaws: medium when starting and becomes narrow towards the end. (see Fig. 10)

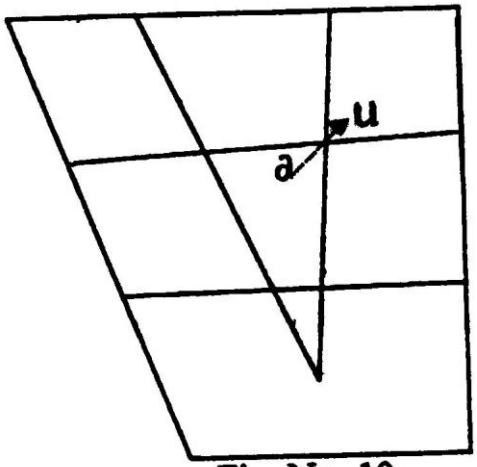

Fig. No. 10

3. /ai/, as in the sound of *dry, shy, sky, high*.
   (a) Type of the diphthong: closing wide;
   (b) Position of the tongue: the tongue starts at the fully open position and moves towards vowels No. 2 /i/;
   (c) Position of the lips: neutral to spread;
   (d) Opening between the jaws: wide when starting and becomes less as it moves towards the end. (see Fig. 11)

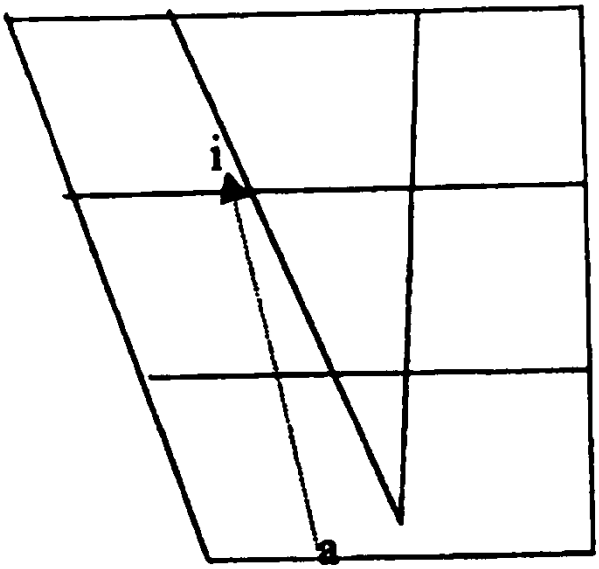

Fig. No. 11

4. /au/, as in the sound of *how, allow, cow, now*.
   (a) Type of the diphthong: closing wide;
   (b) Position of the tongue: the tongue starts at the fully open position and moves towards vowels No. 8 /u/;
   (c) Position of the lips: neutral in the beginning and weakly rounded at the end;
   (d) Opening between the jaws: wide when starting and becomes less as it moves towards the end. (see Fig. 12)

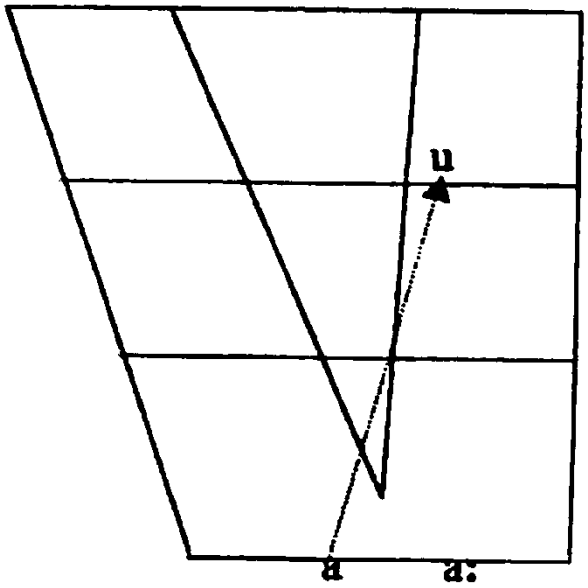

Fig. No. 12

5. /⊃i/, as in the sound of *joy, toy, boy.*

(a) Type of the diphthong: closing wide;

(b) Position of the tongue: the tongue starts near the back half-open position and moves towards vowels No. 2 /i/;

(c) Position of the lips: open rounded at the beginning and neutral at the end;

(d) Opening between the jaws: wide when starting and becomes less as it moves towards the end. (see Fig. 13)

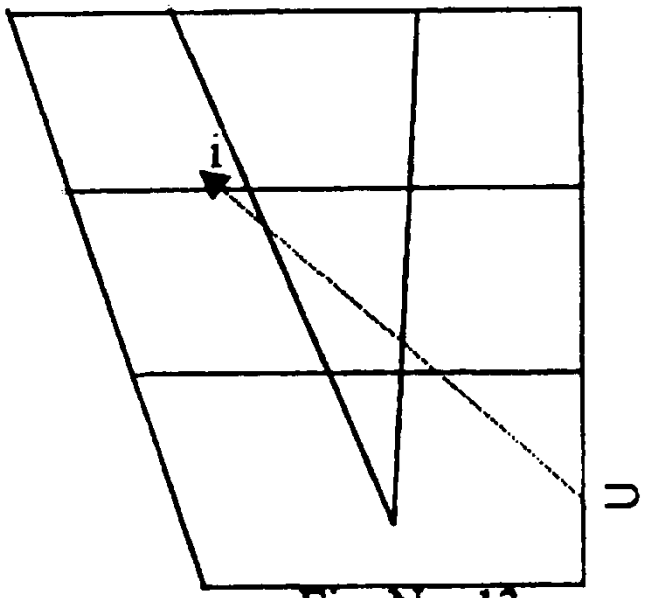

Fig. No. 13

6. /iə/, as in the sound of *mere, here, near*.
   (a) Type of the diphthong: centering diphthong;
   (b) Position of the tongue: the tongue starts with /i/ and moves towards vowels No. 12 / ə /;
   (c) Position of the lips: neutral;
   (d) Opening between the jaws: narrow when starting and increases as it moves towards the end. (see Fig. 14)

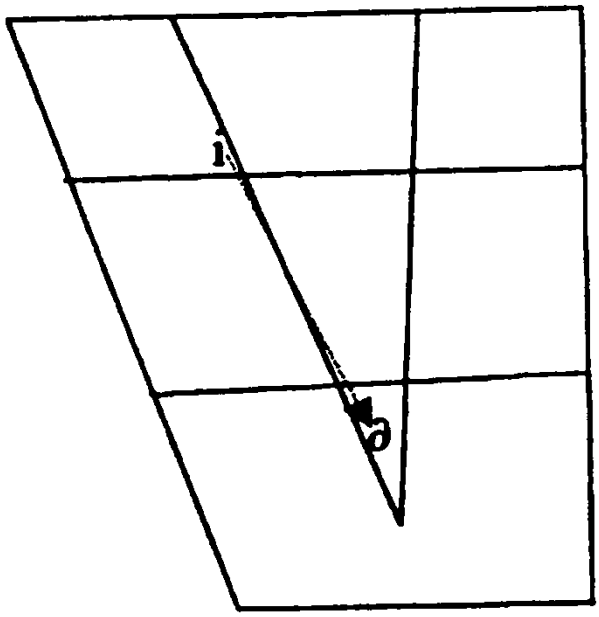

Fig. No. 14

7. /ɛə/, as in the sound of *care, dare, rare, share, pair*.
   (a) Type of the diphthong: centering diphthong;
   (b) Position of the tongue: the tongue starts at nearly the half-open position and moves towards vowels No. 12 /ə /;
   (c) Position of the lips: neutral;
   (d) Opening between the jaws: fairly wide. (see Fig. 15)

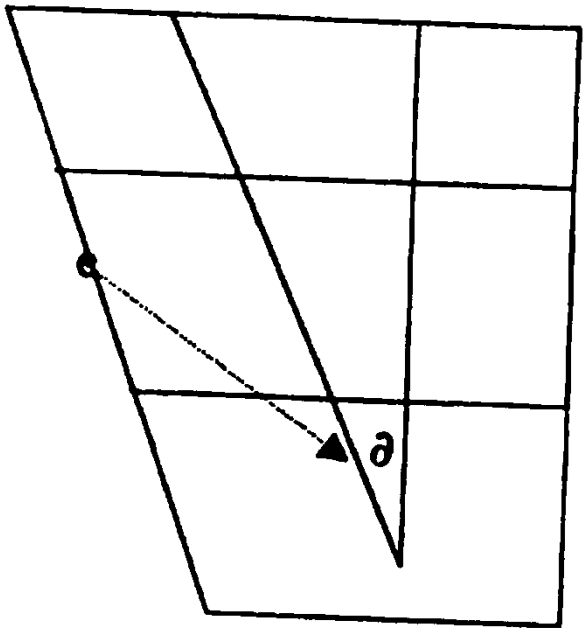

Fig. No. 15

8. /uə/, as in the sound of *sure, poor*.
   (a) Type of the diphthong: centering diphthong;
   (b) Position of the tongue: the tongue starts in the position for vowel No. 8. /u/ and moves towards vowels No. 12 /ə /;
   (c) Position of the lips: weakly rounded at the beginning and neutral at the end;
   (d) Opening between the jaws: medium when starting and then increases as it moves towards the end. (see Fig. 16)

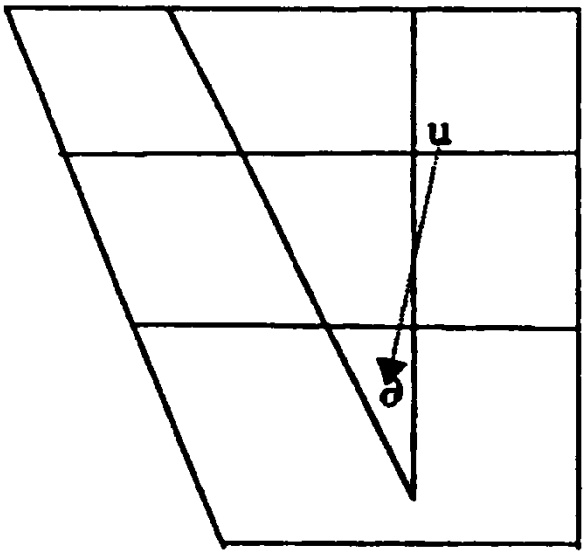

Fig. No. 16

Arabic Vowels:

Arabic has three short vowels, three long vowels and two diphthongs. The three short vowels of Arabic are in the form of signs or marks situated either above or below the consonants. They are as follows:

مـ = m : It has no vowel mark. 'neutral'.

1. مَ = ma : As in English word 'mud'.
2. مِ = mi : As in English word 'bill'.
3. مُ = mu : As in English word 'pull'.

It means that some vowels which contribute to the variations and shades of meanings are not presented in the form of complete letters. They are just marks situated below

or above the letters. They are short vowels. They are called fat'ha (as in example No. 1), kasra (as in example No. 2), and damma (as in example No. 3). They can be represented by English words *mud*, *bill* and *pull* respectively. However, they can be lengthened. When they are lengthened, they develop into complete letters. They are as follows:

(ا which replaces fat'ha),

(ي which replaces kasra),

(و which replaces damma).

In other words, these long vowels are, originally, short vowels in the form of signs, but the lengthening turned them into the forms of complete letters. They usually come after the letters which were marked by the signs that influenced their creation. They are as follows:

1. بَـا = /bæ/ : As in English words 'cat', 'bad'.
2. بِـي = /bi:/ : As in English words 'peal', 'seen'.
3. بُـو = /bu:/ : As in English words 'boot' 'pool'.

Moreover, there are two diphthongs in Arabic. They are:

1. آي = ay : As in English words 'kite', 'site'.
2. آو = aw : As in English words 'cow', 'how'.

If we compare the sound system of Arabic with that of English, we will find that the sound system of English contains many vowels which stand side by side, and in the

form of complete letters, with the consonants of English. Whereas the above examples indicate that in the Arabic language many vowels are represented not through the form of complete letters, but in the form of phonic symbols. The above explanation can be exemplified again in the following sentences: (*Katabtu Elkitab<u>a</u> :* I wrote the book). The term *Elkitaba* 'the book' is object. Therefore, it got the sign fat'ha. The underlined <u>a</u> stands for the fat'ha. (*Sharibtu minel Nahr<u>i</u>*, I drank from the river). The underlined <u>i</u> stands for the kasra (genitive). (*Kalb<u>u</u> Randa*, The dog of Randa or Randa's dog). The underlined <u>u</u> stands for the damma (subject of a nominal).

Description of English Consonants:

For describing the consonants of English sound system, it is important to point out:

(1) *The nature of the air stream*:

Identifying the nature of air stream would, on its turn, enable us to know: (a) whether it is pulmonic (set in motion by the lungs) or not. (b) whether it is egressive (coming out) or ingressive (going in). We must remember that all sounds of English are produced with pulmonic egressive air stream mechanism.

(2) Whether the sound is voiced or voiceless:

As it was mentioned earlier, a voiced sound is the result of the vibration of the vocal cords whereas in the production of voiceless sounds the vocal cords don't vibrate. Some consonants of English are voiceless while some others

are voiced. The voiceless consonants are /p , t, k , tʃ , f , θ , s , ʃ , h/. The voiced consonants of English are /b , d , g , dʒ , v , ð , z , ʒ , m , n , ŋ , l , r , j , w/

(3) Whether the soft palate is raised or lowered:

This will pave the way to know whether the air-stream that comes out from the lungs passes:

(a) through the mouth only and creates oral sounds.

(b) through the nose only and creates nasal sounds.

(c) through the mouth and the nose and creates nasalized sounds.

(4) The place of articulation: That is, where the closure or the narrowing occurs and what organ is behind such a process. It involves two articulators: (1) Active articulators. They are the lower lip and the tongue, (2) Passive articulators. They are the upper lip and the entire roof of the mouth. They are also called strictures.

(5) The manner of articulation: That is, the kind of closure or narrowing.

The most important points in the above description are the place and the manner of articulation. The other points are part of the two points, therefore, the following is a detailed discussion of these two points.

The Place of Articulation:

When consonants are classified according to the place of articulation, the following terms emerge:

Bilabial Consonants:

They are the consonants which are articulated by lips, e.g., /p , b , m , w/. (see Fig. 17, 18, 19)

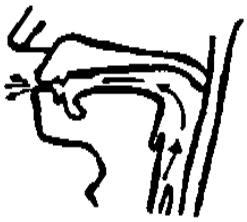

Fig. 17, /p , b /.

Fig. 18, /m/.

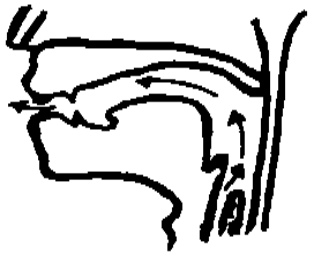

Fig. 19, /w/.

Labio-dental Consonants:

They are the consonants which are articulated by the lower lip against the upper teeth, e.g., /f , v/. (see Fig. 20)

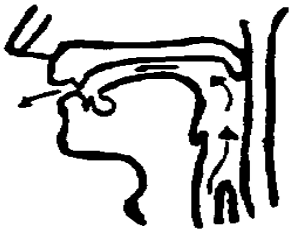

Fig. 20, /f , v/.

Dental Consonants:

They are the consonants which are articulated by the tip of the tongue against the upper teeth, e.g., /θ , ð/.(see Fig. 21)

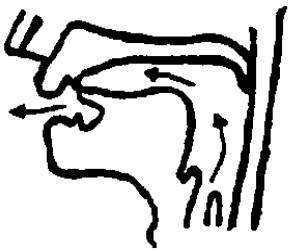

Fig. 21, / θ , ð /.

Alveolar Consonants:

They are the consonants which are articulated by the blade of the tongue and the teeth-ridge, e.g., /t , d , s , z , n , l/. (see Fig. 22, 23, 24, 25, 26, 27)

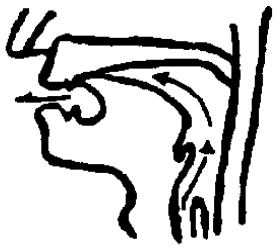

Fig. 22, /t/.

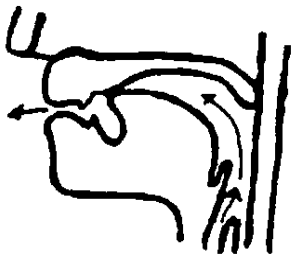

Fig 23, /d/.

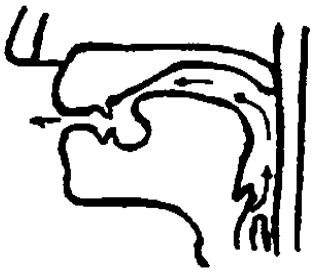

Fig. 24, /s/.

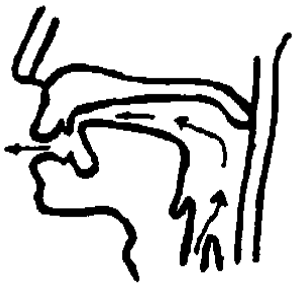

Fig. 25, /z/.

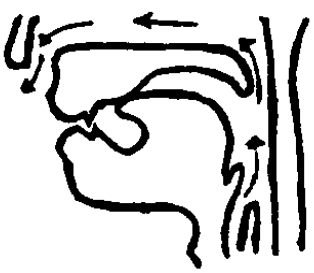

Fig. 26, /ŋ/.

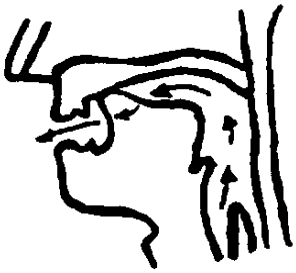

Fig 27, /l/.

Post-alveolar Consonant:

It is the consonant which is articulated by the tip of the tongue against the back of the teeth-ridge, e.g., /r/. (see Fig. 28)

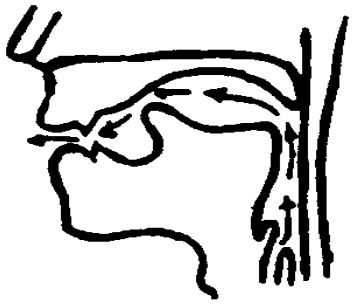

Fig. 28, /r/.

Palato-alveolar Consonants:

They are the consonants which are articulated by the blade of the tongue against the teeth-ridge, with the front of the tongue raised towards the hard palate, e.g. /tʃ , dʒ , ʃ , ʒ/. (see Fig. 29, 30)

Fig. 29, / tʃ , dʒ /.

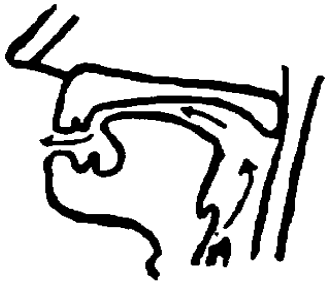

Fig. 30, /ʃ , ʒ/.

Palatal Consonant:

It is the consonant which is articulated by the front of the tongue against the hard palate, e.g., /j/. (see Fig. 31)

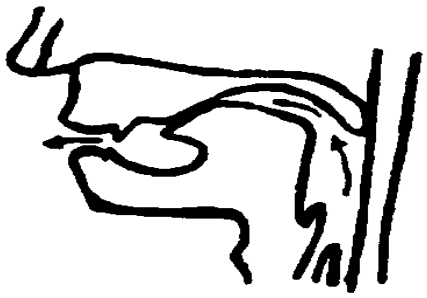

Fig. 31, /j/.

Velar Consonants:

They are the consonants which are articulated by the back of the tongue against the soft palate, e.g., /k , g , ŋ/. (see Fig. 32, 33, 34)

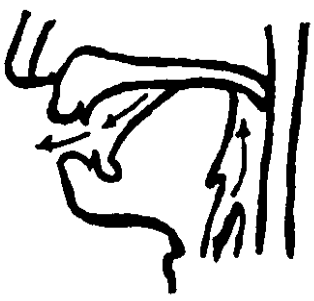

Fig. 32, /k/.

Fig. 33, /g/.

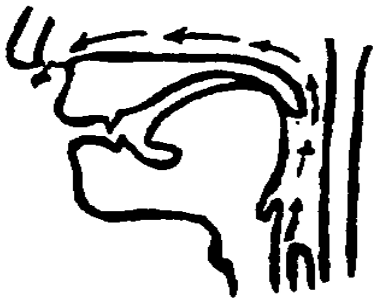

Fig. 34, /ŋ/.

Glottal Consonants:

It is the consonant which is articulated by an obstruction or narrowing between the vocal cords, e.g., /h/. (see Fig. 35)

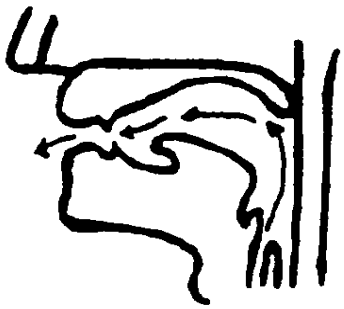

Fig. 35, /h/.

The Manner of Articulation:

The manner of articulation is manifested by the extent of the closure or narrowing at the place of articulation. The closure can be either complete, partial or there may be

only a narrowing that creates the friction sufficient for the articulation of the required sound. Therefore, consonants can be classified according to the manner of articulation. The classification is as follows:

1. Plosive Consonants:

They are stop consonants. They are articulated as a result of complete closure of the air passage and its sudden opening. The breath is completely stopped at some point in the mouth by an organ of articulation, by the lips, or tip of the tongue or back of the tongue. Consequently, pressure is built up and the air is released with a slight explosion, e.g., /p , b , t , d , k , g/. Thus, the articulation of the plosives follows three stages: (1) complete closure, (2) holding, and (3) releasing.

The plosive consonants form a sequence of three pairs according to the place of closure. They are as follows: (1) Closure at the lips for /p , b/. (2) Closure at the alveolar ridge as in /t , d/. Closure at the velum as in /k , g/. Therefore, there are bilabial, alveolar and velar plosives. They are distinguished by voiced and unvoiced energy. /b , d , g/ are normally voiced while /p , t , k/ are not.

They are strong stop plosives or stop plosives. /b , d , g/ are weak stop consonants. The voiceless plosives /p , t , k/ are strongly aspirated in certain situations. They are relatively unaspirated in other situations. Aspiration is present in *pin, tin, kin*. But, there is no aspiration in *play, tray and kleenex.* The voiced plosives /b , d , g/ are usually

unaspirated.

2. Affricate Consonants:

In the case of affricate consonants there is a complete closure of the air passage in the mouth, then the organs are separated slowly and the air is released gradually creating a slight friction, e.g., /tʃ , dʒ/. The first one is voiceless as in *chalk, cheese* and *fetch*. While the second is voiced as in *judge, major, budget, ridge*.

3. Nasal Consonants:

In the case of the nasal consonants there is a complete closure of the air passage in the mouth: The velum part of the soft palate is lowered and the air escapes through the nose, i.e., the nasal cavity, e.g., /m , n , ŋ/. The nasal consonants are normally voiced. They differ on the point of closure in the mouth. For /m/ the closure is bilabial, i.e., between the two lips as in *may, deem, smile, female*. As far as /n/ is concerned, the closure is alveolar, i.e., between the tongue and the alveolar bridge as in *band, boon, need*. For /ŋ/ the closure is velar, i.e., between the tongue and the velum as in *ring, sing, finger, singer*.

4. Roll Consonants:

In the case of the roll consonants, there are a number of rapid taps or strikes made by a flexible organ

against a firmer surface, e.g., /r/ as in *red, ran*. The tip of the tongue strikes against the teeth-ridge many times and the air escapes between the tip of the tongue and the teeth-ridge. The soft palate is raised to close the nasal cavity. The vocal cords vibrate.

5. Flap Consonants:

In the case of the flap consonant /r/, there is only one tap or strike of the tip of the tongue against the teeth-ridge as it is the case in the /r/ of *very.*

6. Lateral Consonants:

In the case of lateral consonants /l/, there is a closure in the middle. The tongue is contracted sideways and the nasal passage is closed by raising the soft palate. The air escapes through the sides without friction and the vocal cords vibrate. Therefore, it is a voiced sound. However, there are two variants of /l/. The first is a clear /l/ which is used in the initial position and before semi-vowel /j/ or a vowel as in *life, love, like, silly, blow.* The second is a dark /ɬ/ which is used in final positions or when /l/ is followed by a consonant as in *volt, salt, help, kill, milk, bottle*. But in the case of clear /l/ the front of the tongue is raised towards the hard palate. While in the case of dark /ɬ/ it is the back of the tongue which is raised towards the soft palate. But in both the cases the soft palate is raised to shut the nasal cavity.

7. Fricative Consonants:

In the case of the fricative consonants, there is a narrow passage between the two organs. This produces a friction when the air passes through it, e.g., /f , v , θ , ð , s , z , ʃ , ʒ , h/ and /r/ as initial in *rose*. /f/ and /v/ are labio-dental fricatives. /f/ is voiceless and /v/ is voiced. /θ/ and /ð/ are dental fricatives. The first one is voiceless and the second one is voiced. /s/ and /z/ are alveolar fricatives. The first one is voiceless and the second one is voiced. /ʃ/ and /ʒ/ are palato-alveolar fricatives. The first one is voiceless and the second one is voiced. /h/ is the glottal fricative. It is normally voiceless and casually voiced.

8. Frictionless Continual Consonants:

In the case of frictionless continual consonants there is no closure or friction, nevertheless, the sound which is produced possesses a consonantal function, e.g., /r/ in words like *raid*.

9. Semi-Vowel Consonants:

They are vowel glides which have a consonantal function. They are treated as consonants because they appear in positions that make them associated with consonants, e.g., /w , j/. However, /w/ is a glide from /u:/ whereas /j/ is a glide from /i:/. Both can be represented by the initial sounds of *wife, wide, young* and *yes* respectively. In the case of /w/, the back of the tongue is raised towards the soft palate. The soft

palate is raised to shut off the nasal cavity. The lips are rounded and the vocal cords vibrate as in *wife, wide*. In the case of /j/, the front of the tongue is raised towards the hard palate as in the vowel /i**:**/. The soft palate is also raised to shut off the nasal cavity. The lips are spread and the vocal cords vibrate as in *young, yes*.

Stress, Rhythm and Intonation of English:

Stress, rhythm and intonation of English are related to each other. They are important features of spoken English. They characterize the speech of the native speakers. As far as stress is concerned, O'Connor states, "It is not usually difficult to see how a long utterance can be broken up into shorter groups, but when you listen to English notice how the speakers do it both in reading and in conversation."[1] Being a feature of the speech by native speakers of English, it is an abstract area for foreign learners of English. Advising the learner, O'Connor himself admits, "There is no simple way of knowing which syllable or syllables in an English word must be stressed, but every time you learn another word you must be sure to learn how it is stressed: any good dictionary of English will give you this information."[2] However, it is not easy or even necessary for the common Sudanese learner of English to observe the rules of stress, rhythm and intonation of English as adopted and practiced by the native speakers of English. Learning these aspects of English depends on listening to a model native speaker or to

refer to a good dictionary. Both can't be afforded by the common Sudanese learner. It would also multiply their difficulties as they have already enough to struggle against in different aspects of English language.

Moreover, English is a major international language. Now it is not the exclusive language of the British people only. We can learn English to serve our own purposes. Therefore, we have to lay emphasis on achieving maximum intelligibility of our spoken and written English instead of wasting time in attempting to make the common learners try to pick up stress, rhythm and intonation of English which are, mostly, related to the culture of the native speakers rather than to their language. I have included them in this chapter, mostly, for academic purposes. In other words, an attempt is made here to make the advanced learner and the teacher of English acquainted with the major outlines of the rules of stress, rhythm and intonation of English. Moreover, after getting acquainted with these aspects of English, learners and teachers may resort to examine the relation between Arabic and English in this area.

Stress:

Stress is a degree of force or intensity of an utterance. It gives music to the utterance and makes it more similar to the native speaker's speech. Every English word possesses a definite place for stress. In other words, in English all words

of more than one syllable are stressed. Words of one syllable such as pronouns, prepositions, helping verbs, conjunctions and articles are unstressed whereas nouns, adjectives and adverbs are stressed. The stress may be primary or secondary. Primary stress is indicated by a vertical stroke just above the target stressed-syllable. Secondary stress is indicated by placing a vertical stroke just below the target syllable, e.g., *`recog˛nise*.

Word Stress:

Words of one syllable are stressed on the only syllable they have, e.g., *`bee*, *`log*. Words of two syllables are stressed either on the first or on the second syllable, e.g., *`able*, *be`cause*. Words of three syllables may have secondary stress in addition to the primary stress, e.g., *`edu˛cate*. Words which have weak prefixes are stressed on the root and not on the prefix, e.g., *a`cross*. Words ending in *tion* are stressed on the last syllable, e.g., *˛compo`sition*. Words which have two-syllable suffixes are stressed on the syllable immediately preceding, e.g., *(ial- of`ficial), (ially- of`ficially), (ian- poli`tician), (ity- act`ivity), (ious- la`borious)*. In words of more than two syllables ending in *–ate*, the primary accent is placed two syllables before the suffixes, that is on the third syllable from the end, e.g., *`culti˛vate*.

Stress affects the meaning of words. When some words are used as a noun or adjective, they are stressed on

the first syllable, e.g., *`object* (noun), *`insult* (noun). But when they are used as verbs, they are stressed on the second syllable, e.g., *ob`ject* (verb), *in`sult* (verb).

Sentence Stress:

In spoken sentences of English some words are stressed and some others are not stressed, e.g., *It is a `teacher, The `rabbit is a `fast `animal, `What are you `drinking?*

A word which is unstressed in a situation, may be stressed in another situation. This basically depends on the extent of emphasis laid on it. Consequently, the meaning of the utterance may change accordingly. This brings about changes in the pronunciation of the same word at different situations according to different functions and meanings, e.g., *`George is my enemy*. In the normal spoken sentence, the word '*George*' is stressed. But if the stress is on other words, the meaning of the sentence changes as follows:

`George is my enemy.	(George, not the other fellow)
George `is my enemy	(Why do you deny it?)
George is `my enemy	(Not William's)

Weak Forms:

There are some words in English which possess, both, strong and weak forms. They are not only unstressed syllables, but also reduced, weakened and may disappear in

quick speech. They are as follows:

Pronouns	***Strong Form***	***Weak Form***
me	/mi:/	/mi/
he	/hi:/	/hi/
she	/shi:/	/shi/
we	/wi:/	/wi/
us	/ʌs/	/əs , s/
you	/ju:/	/ju , jə/
your	/juə/	/juə , jə/
them	/ðəm/	/ðəm , əm /
that	/ðæt /	/ ðət /
who	/hu: /	/hu , u /

Verbs	***Strong Form***	***Weak Form***
be	/bi:/	/bi/
am	/æm/	/əm , m/
is	/iz/	/z , s/
are	/a:/	/ə /
was	/w⊃z/	/wəz/
were	/wə:/	/wə/
has	/hæz/	/həz , əz , z , s/
have	/hæv/	/həv , əv , v/
had	/hæd/	/həd , əd , d /

can	/kæn/	/kən , kn/
will	/wil/	/əl , l/
shall	/ʃæl/	/ʃəl , əl , l/
may	/mei/	/mə/
must	/mʌst/	/məst , məs , ms/
could	/kud/	/kəd , kd/
would	/wud/	/wəd , əd , d/
should	/ʃud/	/ʃəd , ʃd/

Conjunctions	***Strong Form***	***Weak Form***
and	/ænd/	/ənd , ən , n/
as	/æz/	/əz/
than	/ðæn/	/ ðən/
that	/ðæt/	/ðæt/
or	/⊃ː/	/ə/
but	/bʌt/	/bət/

Prepositions	***Strong Form***	***Weak Form***
from	/fr ⊃m/	/frəm/
for	/f⊃ː/	/fə/
at	/æt/	/ət/
of	/⊃f/	/əv , ə/
to	/tuː/	/tu , tə/

Articles	***Strong Form***	***Weak Form***
a	/ei/	/ə/
an	/æn/	/ən/
the	/ði:/	/ ði , ðə/

It is this stressing and un-stressing, loudness and softness of certain English words that have given rhythm and intonation characterizing the spoken English.

Rhythm:

The rhythm of English occurs at, more or less, evenly spaced intervals in time. The spaced intervals tend to be equal, regardless of the number of stressed syllables that occur between them because it is based on timings. This makes the rhythm of English like beats in music. e.g.,

I `slept for a `while in the `room.

Intonation:

No two languages have the same intonation. Intonation is the tune, the melody or the music of speech. It is the continuous variation in the level of the voice of the speaker. It gives each word its own characteristic tune that indicates a change of pitch. The change of pitch is a reflection of the rate of the vibration of the vocal cords that

is termed as the frequency of vibration.

The vibration of the vocal cords determines the pitch of the voice. The more rapidly the vocal cords vibrate, the higher the pitch is. Consequently, the pitch rises and falls. Therefore, intonation is characterized by the fall and rise of voice. The falling tone has a high level of pitch on the first stressed syllable and then it continues to descend till it reaches the last stressed syllable. It is at this last stressed syllable that the pitch of the voice falls to its lowest normal tone. In other words, the voice ends with a falling tone. It is indicated by the line \ . Intonation may imply not only the attitude of the speaker and his manner of speech, but also the grammatical structure of his speech, his intention, his way of speaking whether polite, warning, repeating, admiring, surprising, the context of his speech, the relation between the speaker and the hearer, etc. Intonation is used in the following situations; (*the bold word is of the highest tone and the underlined word is of the lowest tone*):

(1) Ordinary statements, e.g., ***I am*** *going to the* *Masjid*. ***My*** *name is* *Ali*,

(2) Commands, e.g., ***Come*** *here*,

(3) Questions, e.g., ***Why*** *did he go?*

(4) Exclamation, e.g., ***What*** *a religious man!* ***How*** *happy!*

(5) Question-tag when the speaker doesn't expect the hearer to disagree with him, e.g., ***You*** *are reading Quran, aren't you?*

Like the falling tone, the rising tone also has a series of descending tone, but the tone rises on the last stressed syllable. In other words, the voice ends with rising tone. It is indicated by the line ⁄. It is used in the following situations; (*the bold word is of the highest tone and the underlined word is of the lowest tone)*:

(1) Questions demanding 'yes' or 'no' answers, e.g., *Is he **sleeping**?*

(2) Question tags when the speaker asks for information or doesn't expect the hearer to agree with him, e.g., *You will come tomorrow, won't **you**? You are not regular in your classes, are **you**?*

(3) The first part of a sentence beginning with subordinate words such as when, while, since, e.g., *When I joked, he **laughed.***

(4) The first part of a statement before the conjunctions (or/but) when a contrast is indicated, e.g., *He is going to **Sudan**, but she is going to **Iran**.*

However, stress, rhythm and intonation of English are alien to the speakers of the Arabic language. This is basically because the stress patterns of English and Arabic are not similar. English is stressed-timed language and the stress pattern of English can't be predicted whereas the Arabic language is syllable-timed and has a stress pattern that tends to be predictable. In other words, Arabic has a syllable-timed stress. In Arabic, the syllables have full and equal length that gives Arabic its own characteristic rhythm. Every

syllable in Arabic, whether it is short or long, must be clearly pronounced whereas in English an unstressed syllable or the syllable between two primary stresses is jammed or slurred. Arabic also has primary, secondary and weak stress. A word which has one syllable, e.g., '*min' (from)* takes primary stress. A word which has two or three syllables, e.g., *Maktaba*, the first syllable takes a primary stress and the rest take weak stress. In fact, the length of the syllable in Arabic tends to be phonemic. Syllables in an utterance tend to have equal spacing irrespective of whether stressed or unstressed. In this regard, Arabic has two types of syllables. They are as follows:

1. A short syllable that contains a single consonant followed by a short vowel as in the three letters of the word 'sha ri ba' (drank).
2. A long syllable which contains:
   (a) a consonant with a short vowel followed by a long vowel as in 'sha ra ba' (drank with).
   (b) a vowelled consonant followed by a second consonantal letter as in 'sha rib tu' (I drank).

Moreover, Arabic and English have their own intonation modes. There are many differences between them. Arabic words are innately stressed. This makes Arabic possess high frequency of primary stresses. Moreover, in English the grammatical structure and word order contribute to the formation of the sense of a question whereas in

colloquial Arabic, it is the intonation which gives the sentence a sense of being interrogative. Being acquainted with colloquial Arabic, the Sudanese learner of English transfers the norms of forming questions by intonation pattern of colloquial Arabic to form questions in English, e.g., (Arabic: *'He is coming?*'), (English: *'Is he coming?'*)

References:

1. O'Connor J. D., Better English Pronunciation, 1989.
2. Ibid.

Developing Reading Skill

Reading skill in the Arabic language is an important skill that every learner must strive to master. It is the most essential skill for intellectual development. Without reading human beings will remain intellectually poor. Therefore, the holy Quran, in its first revelation, asked the Muslim to master reading comprehension. In other words, the first verse of the Quran revealed to the Prophet Mohammed (PBUH and his progeny) says, *"Read! In the name of thy Lord and Cherisher, Who created man of a (mere) clot of congealed blood. Read! And thy Lord is most Bountiful, He Who taught (the use of) the Pen, Taught man that which he knew not."*[96:1-5] Thus, reading skill, whether in the Arabic language or otherwise, plays an important role in developing, enhancing and fostering the intellectual and conceptual ability of the learner. It moves the learner's curiosity, entertains him and supplements his knowledge. Therefore, in the new educational set-up in Sudan, reading skill is supposed to be the most essential and major one we expect the Sudanese learner of English to cultivate and master while undergoing the ELT program.

Unfortunately, teaching of English in general and teaching reading in English in particular in schools in Sudan are absolutely artificial or nonexistent. Therefore, the Sudanese student's skill in reading comprehension is not satisfactory at all and rather poor.

This situation may be attributed to the fact that students might have not acquired the habit of reading in Arabic language. If a satisfactory level of habit in reading Arabic is cultivated, we may expect a natural transfer of the same to domains of learning the English language. In other words, before attempting to master the skill of reading in English, the Sudanese learners are supposed to have had practiced and mastered the habit of reading in the Arabic language.

However, this doesn't mean that the reading skill in both the languages is identical. When they deal with reading in English, they must be able to perceive the meaning of English material in its own characteristics. In this regard, we can't deny the fact that many learners face the problem of interference from the Arabic language. In other words, the Sudanese learner of English carries the technique of understanding Arabic material to the domain of reading activities in the English language. This may be due to the fact that Arabic is read from right to left whereas English is read from left to right. This leads to wrong eye-movement, back movement of the eye to get a second look, etc. They also resort to literal translation in order to understand the meaning of English material.

Moreover, the ELT syllabus in Sudan attempted to go communicative in an unfavourable teaching/learning situation. This created an unfavourable ELT situation because it is a fact that all teachers could not give the

learners proper and sufficient training in communicating in spoken English. Consequently, they failed to establish the linguistic foundation for pursuing reading skill. At the same time, even if oral works are there, which is certainly not, the learners find them in the form of abstract utterances which are not understood by them. Consequently, they lose motivation in learning English because they cannot reinforce what they learn nor can they remember it or cope with the spoken English if they ever get exposed to it.

The ambition of teaching learners the skill of listening, speaking in a foreign language teaching situation amount to wasting of time and resources. It is a utopia although the objectives in the syllabus are drawn with that end in view. In fact, spoken English is not necessary for the vast majority of the Sudanese students, but a reading knowledge is a must for all in order to use it as a tool to understand the content of the courses. In other words, it is necessary for the Sudanese student to master the skill of reading and comprehend written English and then to learn the art of writing and lastly the skill of speaking.

Therefore, we have to be very clear and pragmatic about what the English language is going to be used for and the designing of the teaching courses as well. Even if we devote the learner's effort to develop his reading skill, one may doubt if the current material for teaching a foreign language can prepare him for

using English as a library language. The course of ELT must take into account various factors related to the peculiarity of the Sudanese teaching/learning situation. The learners of English in Sudan are to work with a range of vocabulary and comprehension skill that will bring them the knowledge of specialized branches. Even if the declared Arabicization of higher education is accomplished, developing the learners' skills in reading comprehension in the English language would be of much benefit to them. The students should, as early as possible, be able to read and comprehend what they read. The syllabus of English in Sudan must strive at fostering the reading skills in the Sudanese learners of English because of its great importance in helping them to enhance their comprehension of the material written in English and related to their fields of specialization in higher education. A fostered reading skill would enable many learners to have referencing skill in certain fields of science and technology. A sound skill in reading comprehension would enable the Sudanese graduates to supplement their knowledge in their field of specialization by further reading even after they complete their university studies and help them if they pursue studies further. The ultimate objective is to ensure that the rate of the development of the learners' reading skill overtakes the rate of developing writing and speaking skills though writing is also important for them. In fact, Sudanese students need most of all to be

able to read English then to write it, and lastly to understand it when they hear it. In other words, reading must be a factor that enhances other skills and contributes to their development.

The Value of Graded Reading Material:

Providing learners graded reading in order to promote their reading skill is essential in every FL situation. I may agree with Omkar Koul who says that a student should have the ability to "comprehend whatever he reads."[1] Reading authentic material should not only be encouraged from the very early stages in the learning of a foreign language, but it should also be part and parcel of any syllabus. This cannot be attained without prescribing suitable materials of reading comprehension so as to supplement the teaching of English and reinforce the quantum of knowledge learnt. Mastering reading skill largely depends on the selection, gradation and presentation of suitable materials to be used for developing this skill. Students must be provided with suitable and authentic graded reading material in English in order to be able to understand what they read. It is important to give due value to authenticity of reading material. I think that learners may find learning the English language easier if they are exposed to authentic reading material. Without properly graded reading materials students' chance to remember and reinforce what they are taught inside the classroom would be

narrow especially since exposure to the language outside the classroom is absent. Commenting on such a situation, R. K. Johnson says, "In situation where opportunities for learning are brief….opportunities for forgetting almost infinite, and where there is no contact with the target language outside the classroom…..schools which promise only what they can perform are likely to go out of business."[2] Thus, reading material which is carefully graded, may help to expose learners to the target language and limit translation by increasing students' ability to comprehend directly what they read. It can be assumed that supplementary graded readings are supplementary to learning itself and can help the process of teaching to accomplish its tasks. The purpose of supplementary graded reading is to supplement the learner's language experience and knowledge. In fact, it reinforces the structure and vocabulary learnt. It inculcates the habit of reading comprehension, correct spelling and intelligible pronunciation. Consequently, the learner's mental and linguistic achievement increases.

Unfortunately, this type of skill is utterly neglected in the activity of ELT in Sudan. It is a pity that authentic supplementary reading that fosters the students' skill in comprehending the written material is not available in Sudanese schools. At present, there is no graded reading material in English and the few texts prescribed for some classes are not suitable as far as the

language, content and culture are concerned. The books prescribed for extra reading are too difficult to be read or understood easily. In other words, the current English texts used in the Secondary Level have to be substituted by suitable reading materials because they do not appear to be linguistically suitable for the students' language level nor are they relevant as far as the subject matter is concerned. It seems that those who prescribe reading texts wish or rather dream to make the Sudanese learner, within a day and a night, an efficient reader of English, the thing that cannot happen at all. First of all, we have to remember that the subject matter of the supplementary graded reading must be relevant to the culture of the learner, his mental and linguistic achievement. Secondly, reading comprehension must be developed gradually by making the learners acquainted and familiar with the proper pronunciation and spelling of words in English they encounter in the process of reading. In this regard, the quality of the reading text must be carefully scrutinized. We must keep in mind that the quality of the texts prescribed for teaching of reading must be suitable. According to Mary Spratt, "The type of the text and reading activities we employ in the classroom must be appropriate."[3] The material included in supplementary reading must correspond to the content of the text-books prescribed for the learners. It must be in an abridged form and recycle the language items such as vocabulary and structures already learnt by the

students. The vocabulary items and the structures must be carefully selected, graded and presented through illustrated stories, description, sketches, etc so that to help the learner to decipher the meaning, by himself, from the context. Comprehension and question-answer lessons also must be provided in the books. In short, supplementary readers must be graded, controlled, well-organised and authentic.

Vocabulary and Reading Comprehension:

In the attempt to enhance learners reading skill, we must not undermine the importance of vocabulary. It plays a crucial role in fostering the learners' skill in reading comprehension. In fact, if we can say that grammar is the rib and the connective tissue in of the language skeleton, vocabulary is the backbone of the language skeleton. It has to be increased by various means otherwise even in the presence of a good knowledge of grammar, communication will collapse if the learner doesn't have a sufficient stock of vocabulary. Supplementary reading material is one of the means of vocabulary expansion. It increases the learner's active and passive or recognition vocabulary and hence enables him to remember it when he reads. As the learners advance, supplementary reading should not only be based solely on the vocabulary already mastered by them, but it must also, gradually, include new words and structures in order to effect a steady development of their skill in reading comprehension.

Moreover, learners of English must accumulate sufficient vocabulary so as to pave the way for themselves for conquering various skills of the English language, particularly, reading, writing and translation skills. They must have sufficient stock of vocabulary that enables them to comprehend the majority of the quantum and quality of reading material they encounter. When the student completes the school level, he must be familiar with the usage of 250 basic structures of English and vocabulary of about 3000 words.

In the past, the standard of the English language was better because there was a considerable emphasis on acquiring vocabulary items. The more the learner acquires vocabulary items, the richer his domain of active and passive vocabulary becomes. Unfortunately, now students are poor readers because they do not have any proper provision that helps them develop and increase their vocabulary stock. Therefore, while reading they concentrate their attention on individual words and fail to understand the total meaning. Moreover, lack of vocabulary is one of the most important factors that cause failure in spoken and written communication. Therefore, it is necessary to provide them with a variety of active and passive vocabulary.

Although it is very necessary to increase their stock of vocabulary, they must not face vocabulary-burden in the process of reading. If they are not acquainted with the majority of the words they face in the process of reading, they will find reading activity monotonous and, very soon,

they will discontinue it. In other words, unless what the learner reads is authentic, interesting and easily grasped, he will not resort to the activity of reading. Therefore, to involve them in reading activity the vocabulary of the reading material must be controlled and the context must be interesting. There should be a controlled insertion of new vocabulary. The introduction of material containing carefully selected and graded vocabulary is essential. They must be able to pronounce and spell the word they encounter and recognize its meaning whether it is an individual item or in the form of a phrase. In short, in dealing with reading skill, the Sudanese learner must be: (1) capable of articulating written sounds of English such as vowels, diphthongs, consonants and cluster of sounds as well which form words, (2) capable of recognizing and deciphering the meanings of the written symbols which form words, phrases and sentences, (3) capable of associating the meanings and interpreting words, phrases, sentences and paragraphs in the written context, (4) capable of reading and comprehending the written material so as to get the required information, (5) capable of interpreting and translating what he reads whether mentally or through writing.

In short, teachers must exert all efforts to eliminate the difficulties confronting students in the process of reading comprehension. However, this may be possible only by making the learner acquainted with mechanics of reading.

The Mechanics of Reading:

We can't neglect the importance of making the learner acquainted with the mechanics of reading if we desire to enhance his skill of reading comprehension. In fact, the extent of success in mastering reading skill in English will depend on the mastery over the mechanics of reading. The mechanics of reading include: (1) Learning proper movement of eye which in the case of English is from left to right (2) Expanding eye-span and learning how to contain more words at a time. We may mention here that the number of words, which are read in one complete movement of the eyes, is called the eye-span. (3) Learning to convert the written symbols into waves of sounds. (4) Learning to link the waves of sounds with their contextual meaning.

All these skills may be achieved by employing the suitable method of reading comprehension. The ultimate aim is to make the learners foster the skill of reading comprehension.

Methods of Teaching Reading Comprehension:

A course advocating reading comprehension would make little demand on the skill and knowledge of the teacher who can resort to different methods of teaching reading comprehension. Methods of teaching reading in English in Sudan varied from traditional alphabetic way to the modern 'situational sentence'. Therefore, teachers must be

acquainted with and adopt the suitable method according to their teaching situation. The methods of teaching reading are as follows:

(1) The Alphabetic Method:

It is the oldest method used in Sudan to teach reading skill in English. It initiates the teaching of reading by making the learner acquainted firstly with the names and shapes of the letters of the English language. Then, he learns to spell, read and combine letters to form words or to read the combined letters that give the names of things and finally understands the meaning of words. In other words, this method makes a letter the unit of teaching and gradually moves to words, phrases and sentences.

This method has its own shortcomings. It emphasizes individual letters. However, as mentioned earlier, English is not, exactly, a phonetic language. In many cases a single letter may stand for more than one sound and the pronunciation of a word may not always be the real embodiment of the combination of the sounds of various letters forming it e.g., *fight*. For further examples, the letter *a* has different sounds in words like: *cat, again, gate, call, arch*. The letter *u* has different sounds in *cut, pupil, put.* The letter *'o'* has different sounds at different words, e.g., *work, people, color, fork.* Consequently, these contradictions ingrained within the sound, spelling and orthographic system of English, make the adoption of alphabetic method of reading risky and turn the learner into a slow reader.

(2) The Phonic Method:

This method prefers to make the learner acquainted firstly with the sound of the letter rather than with the shape of the letter itself or its name. Then, it moves ahead to form syllables and words from the taught sounds. Therefore, to facilitate fostering reading skill, it tends to teach words with regular spelling together, e.g., *keep, deep, sheep, weep, peep/ hall, ball, call, fall, all.*

However, this method also is not free from shortcomings. Although it derives from scientific phonetic sources, it was blamed on the ground that, as in this method, the letter is the unit of teaching, the shapes of some letters of the English language don't correspond, exactly and always, to the sounds represented by them at different words forms. Therefore, as we have seen in the alphabetic method, here also it takes too much time to teach the various sounds of some letters such as *'a'*. Moreover, some words have silent letters, e.g., *lis<u>t</u>en, <u>k</u>nife, <u>k</u>nowledge, tal<u>k</u> wal<u>k</u>.* All this creates confusion to the learners of reading skill in English who are being taught through phonetic method. Consequently, they don't concentrate on developing their reading skill because they get, psychologically, impaired by the contradictions ingrained between many letters of English and the sounds they represent.

(3) The Word Method:

In this method, the word is the simplest

meaningful unit in both speech and reading. Therefore, this method abandons dealing with letters and sounds and makes the word a unit of teaching reading. It displays the word accompanied by the object or the picture illustrating it. For example, the word, *pen* is written on a flash card and there is a picture of the pen as well. Learners look at the picture and say the word. Therefore, it is also termed as 'Look and Say Method'. It immediately moves ahead to construct sentences by exploiting words, nouns and structures with which students are familiar. This method was dominating the teaching of reading skill in Sudan for a long time and it is still being used now.

This method was praised on the ground that it presents the concrete and then enables the students to soar into the abstract. In other words, it shows the picture and then utters the word standing for it. The learner pronounces the target word and understands its meaning with the help of the accompanying object or picture representing the meaning of the target word. It was found that this technique attracts the interest of the learner and helps him accumulate words and expand his vocabulary and comprehension skill. Therefore, the learners' comprehension of words, phrases and sentences is developed with a good rate and speed. However, this method was criticized on the ground that all words couldn't be taught by using pictures and objects. Moreover, it was found that learners become dependent on objects and pictures to understand and fail to develop the skill of comprehension independently. Consequently, the

learner may not know the meaning of the word after he has learnt its pronunciation as it was not taught with the help of an illustrating picture.

(4) The Phrase Method:

This method considers the phrase a unit of teaching reading. It emphasizes learning the meaning of phrases. The teacher writes and says the target phrase and the students learn it by imitation. The advantage of this method is that it teaches more than one word at a time. But the problem which faces the implementation of this method is that a phrase, usually, doesn't give a full meaning. Therefore, it requires to be developed into a complete sentence that completes the desired meaning. This makes teaching a time-consuming and monotonous process. Consequently, the learner loses interest and motivation.

(5) The Sentence Method:

This method considers the sentence a unit of teaching reading. It makes learning easier and natural as the sentence is a complete and meaningful unit of both speech and writing. It teaches the learner the whole sentence and hence expands the eye-span and consequently it rescues the learner from the habit of concentrating on confusing sounds of letters or word-by-word or phrase reading. Therefore, it develops reading skill more rapidly. However, this method may be more effective in second language

teaching situation where there is sufficient exposure to various aspects of English. It will be difficult to adopt and implement with beginners in a foreign language situation like Sudan.

(6) The Story Method:

It is an extension, elaboration and expansion of Sentence Method. It creates in the learner curiosity, interest and attracts his attention. It gives the reading material a dramatic touch by relating an interesting theme of a sequenced and chronologically ordered events presented through sentences. The teacher relates the story orally. The learners, in return, relate it again. Then, the teacher writes it on the blackboard, but in an unordered form. The learners read the sentences and reorder the sequence of incidents. But the disadvantage of this method is that, like sentence method, it is not possible to adopt and implement it with beginners in a foreign language teaching situation. Moreover, it is difficult to find stories with graded vocabulary and structures that suit the young learners in Sudan. In addition to the above disadvantage, the excessive interest in the story may marginalize learners' interest in the language content and affect the extent of their insight into the vocabulary and structure items. In other words, since the learners are acquainted with the details of the story and the sequence of its events, they may depend on their memory to reorder the story by just taking the guidance of a single word

and then determine the position of the whole sentence in the story.

(7) The Picture Method:

In this method, the teacher makes use of a picture with a sentence written there-under. He shows the learners the target picture and asks them to read the related sentence. The advantage of this method is that children, usually, like pictures and they are always eager to know what the pictures represent. But the disadvantage of this method is that it can't be implemented at the initial stages in a foreign language teaching situation like that in Sudan. Moreover, it may not be possible also to have a large number of pictures to represent the reading material the teacher wants to teach.

Therefore, it is clear that every method has its own advantages and disadvantages. However, the most practical method that can be adopted and applied in the context of ELT in Sudan is the blend of all methods that makes the learner acquainted with sounds, words, phrases and sentences with a selective and judicious adoption of the suitable method for each stage. Whatever method adopted, all efforts must be exerted to make learners of English capable of pursuing loud and silent reading. A better standard in both may help the learner to advance in his journey of learning English.

Types and Targets of Reading:

Reading has two types. They are as follows:

Reading Aloud:

Reading aloud is very useful for the beginners. In fact, teaching reading comprehension starts usually by teaching learners to read aloud first. At the initial stage of English course there are usually oral exercises which include oral reading also. In this type of reading the teacher offers a model loud reading to the students and then hears the learner's reading performance in loud reading. Its aim is to make the teacher listen to the learner while the latter is reading aloud so that he can train the learner to practice good pronunciation and also get corrected if he commits any mistake. It can help the Sudanese learner of the English language in many ways. It makes him heard, improves his skill of pronunciation and develops in him the sense of self-confidence in dealing with written English. It tests the student's ability of reading English words, phrases and sentences as well as evaluates his performance in these areas. It enables the Sudanese teacher to detect and discover learners' mistakes and correct them. However, the above advantages of reading aloud can be achieved if the Sudanese teacher successfully offers a model of loud reading. He must read and the learner must say after him. Therefore, for developing a successful loud reading and to minimize the learners' mistakes, the oral reading of the teacher must be a model one.

However, generally, loud reading was criticized for making the rest of the class passive listeners while a single learner indulges in self-assertion and reads loudly. It needs a sufficient span of time to do justice to all learners and give them chance and let them make their voices heard. Therefore, only bright learners are given chance and this makes the teacher look partisan towards them. This comes heavily on the weak learners who feel shy to display their achievement in reading and consequently they develop a feeling of inferiority. Moreover, even average learners concentrate on the hurdles of pronunciation rather than capturing the meaning and comprehending the content of reading material.

Silent Reading:

It is more valuable and practical for most Sudanese learners than loud reading as it enables them to search for, organize and arrange the information they want at their own speed. It is the silent reading of a relevant material of an appropriate level of difficulty that would enable the Sudanese learner of English to foster his skill in reading comprehension and profit from further reading in future. In other words, Sudanese learners of English must master the skill of silent reading because they will have to read for information related to their fields of specialization.

It is important for the teacher to realize the advantages of silent reading which are as follows: (1) It

makes all learners engaged in the activity of reading at one time, but each according to his own speed. (2) It makes the learner self-confident in reading and searching for information. (3) It develops in the learner the skill of concentrating on meaning of the subject matter of the written content. (4) It enables the learner to grasp and assimilate the required information and knowledge. (5) The feeling of shyness or sense of inferiority of some learners exhibited in loud reading does not come to the surface in silent reading and all learners get equal opportunity. (6) It inculcates in the learner the love for reading and understanding the written English. (7) It paves the way for the learner to appreciate and enjoy the written material.

However, it is important to remember that silent reading is not suitable for the beginners. If it is practiced at the early stages of learning English, the teacher will not be able to detect or correct the pronunciation and spelling mistakes of the learner. Moreover, even at the advanced level, the teacher cannot ensure that all the learners will be sincerely engaged in the reading activity. Therefore, silent reading may be recommended for the learners who can make proper pronunciation of sounds, spell words and understand the meaning of constructed sentences. However, both, loud and silent reading can help developing the skill of learners in extensive and intensive reading. Thus, there are two aims behind the above types of reading. They are as follows:

Extensive Reading:

In this type of reading, the teacher gives a model reading and the learner tries to grasp the general idea of the reading material as people sometimes do with the newspapers. It is fast reading for the purpose of getting the general idea and the outlines of the content of the written material. Therefore, a reader doesn't aim at improving one's language or halt at the details of the structure of the language or its beauty. The learner concentrates more on the general subject matter of the reading material. It means that it is a non-detailed, fast and sweeping glance at the written material for getting information and improving one's knowledge. It creates a sense of interest in the students towards reading, supplements their general knowledge and inculcates in them the habit of rapid reading.

Intensive Reading:

It is the reading for the purpose of getting detailed and minute aspects of the language and the subject matter and committing both to memory. It is a slow activity that consumes a lot of time as the learner halts at the linguistic details and the subject matter. In this type of reading, the reader concentrates on the minute details of the subject matter, the structure of the language, its vocabulary and its beauty and masters them. It means that he concentrates more on the language.

Nevertheless, Sudanese learners must be

given all opportunities to develop both extensive and intensive reading. Both the types of reading may help them pursue extra reading for the purpose of collecting information and reading for pleasure. However, it is important to keep in mind that the material which they read must be within the framework of the language they know and must conform to what they have learned orally or heard regularly.

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Teaching Foreign Literature in English

There are many Departments at the university level in Sudan which offer the English literature or literature in English as fields of specialization for students. Unfortunately, these Departments do not possess any methodological or ideological vision as how to arm the learners with a proper ideological background that shields them against foreign cultures presented in foreign literature and enables them to grasp what only benefits them from it. Moreover, neither the teachers nor the learners has a clear aim behind the entire course of literature. Some learners complete the course of British and American literature and they come out with a metamorphosed intellect and disfigured figure. The metamorphosed intellect manifests itself in their content and thinking. The disfigured figure manifests itself in their alien appearance and their filthy ways of hair-dressing, jeans holing, etc. The conclusion is that there is a severe damage in the learners' original culture and identity because we couldn't understand why we teach foreign literature.

Why Do We Teach Foreign Literature?

It is important to keep in mind that any content or subject matter which is in English can enhance the learner's ability in English, but literature has an exceptional capacity to do so. Even if Arabicizing policy of the medium of instruction in higher education is accomplished, what may

enhance the learner's skill in English is foreign literature in English only. I insist on the term 'foreign literature in English' because we must not concentrate on only British and American literature. We must not consider these two versions of literature the only major sources of the course of foreign literature. We must be careful about selecting the literary texts to be taught at various levels of our educational establishments. We have to make a judicious selection of some literary works in English from different parts of the world for the purpose of exposing our learners to varied samples of literary language, contents and trends and offering them a chance to have a glance at 'literature in English' in general. This will give the learners an opportunity to have a look at the non-Islamic cultures. In other words, it will make them aware of the problems existing in non-Islamic societies. Thus, learners will fulfill the demand of the Quran which asks us to have a look at the condition of non-Islamic societies and take lessons. The Quran opines, *"Say: 'Travel through the earth and see what was the end of those who rejected Truth.'"*[6:11]

However, it is important to remember that literature is the mirror which reflects artistically and respectably the reality in the society and edifies its members. Some literary works perform their literary tasks honestly. They strive to entertain and edify, but many others belittle human intellect, drag it to the level of animals and corrupt the whole society. In fact, some literary works cunningly interject their corrupt concepts and persuade the learner to reconcile with them and

establish within him the so-called cultural tolerance as a prelude to the propagation of a corrupt universal culture. In other words, many works of literature are full of distorting, corrupting and misleading concepts. They glorify pure materialistic visions of life, satirize religion and undermine spiritual urge. Therefore, they display nothing but abnormality. Many writers have been captured by the labyrinth of their own figs of imagination and spiritual vacuum. Consequently, they plunged into the dilemma of their own psychic plight, metaphysical thinking and base intentions. They ask many existential and unanswerable questions which the Quran advised us not to ask. The Quran states, *"O ye who believe! Ask not questions about things which, if made plain to you, may cause you trouble. But if ye ask about things when the Quran is being revealed, they will be made plain to you, Allah will forgive those: For Allah is oft-forgiving, Most Forbearing. Some people before you had asked such questions, and on that account lost their faith."*[5:104-105]

In other words, before pushing the learner into dealing with foreign literature which in its essence is an ideological venture, we must arm him with his own glorious history derived from the teaching of the Prophet and his progeny (PBU them). In other words, we should not expose the future generation of Sudan to foreign cultures displayed in literature or otherwise, before they are well-aware of their Islamic culture as taught by the Prophet and his progeny (PBU them). Learners must know their religion and culture

and be ideologically mature and Islamically conscious before studying foreign literature. They must possess strong cultural bedrock upon which they can lean and judge foreign cultures. This is possible only if they are well-acquainted with their own roots. This involves approaching literature only after establishing a firm doctrinal foundation that derives its philosophy from Islam as propagated by the Prophet and his progeny (PBU them). When studying foreign literature, a learner may come across an irrelevant, immoral and unethical theme. He should be able to view it according to the Islamic point of view. The Islamization of the critical sensibility and faculty will enable the learner to view each and every issue discussed in literature from an Islamic perspective. He will possess an Islamic barometer and a yardstick on which he can depend for judging foreign visions of life. This is possible only if he has an Islamic perspective that protects his Islamized conceptual framework from being mutilated by foreign concepts.

Moreover, we teach foreign literature in order to make the learner's aesthetic and critical sensibility reject whatever is alien and not in harmony with the teachings of Islam. It means that Western and alien vision of life should not be allowed to creep into the minds of the growing generation. What the West may wrongly consider a violation of human rights, may be part and parcel of our practical vision of life. Similarly, what the West may think as a normal behaviour, can be regarded by us as gross abnormality. Therefore, culturally, we have no point of

agreement with any non-Islamic culture.

All this forces us to avoid the customary ways of reading and evaluating foreign literature which are based on Western critical frameworks that do not suit us. Learners must be made to adopt an attitude that is absolutely opposed to the stray thoughts presented in literature. Before more than fourteen centuries, the Prophet (PBUH and his progeny) says, "Oppose the Jews and the Christians." Opposing the Polytheists, the Jews and the Christians is part and parcel of the way of life of a real Muslim. Moreover, we must avoid concentration on form, genre, and structure of the text because our aim is not to prepare creative writers in English, but rather to train sensitive readers for a particular skill of critical competence and improve his language skills. As far as the critical competence is concerned, the study of foreign literature should concentrate on an Islamized evaluation of the moral, social, psychological, political and economic aspects of the text. This implies that teaching foreign literature must be based on a comparative cultural framework. Within this framework, foreign literature can offer a systematic knowledge about Islamic culture in contrast with foreign cultures. This will liberate our teachers and learners of foreign literature from the shackles of colonial domination in academic domains.

Therefore, before pushing learners to study foreign literature, we have to make them well-grounded in their own culture and capable of adopting a rational approach to the study of foreign cultures. If a learner is conscious of his

glorious roots and is aware of the teachings of Islam, he will elevate his ideological consciousness and protect himself from being swept away by reckless ideas presented in literature. Awareness of one's own culture and then taking a glance at others' way of life, will strengthen his faith in Islam and increase the degree of his sticking to his glorious way of life. Ali Ibn Abu Talib, the Gate of the Prophet's City of Knowledge (PBU both of them), emphasizes this fact by saying, "The signs of a faithful are three: His knowledge about Allah, and about whom he likes and about whom he abhors."[Refer to Nahjul Balagha] By having a look at the non-Islamic culture, we can appreciate the value and sweetness of Islam, realize the superiority of the Islamic culture, acquire a deep insight into the teaching of Islam, assimilate its teachings and enjoy practicing it. The study of literature should make the learner believe that Islam is the best way of life and the true Muslim is the ideal human being. By adopting such a method of teaching literature, we will make the learner realize the significance of the Quranic verse which states, *"You are the best of Peoples, evolved for mankind, enjoining what is right, forbidding what is wrong, and believing in Allah."*[3:110]

As far as the learner's language skill is concerned, foreign literature can strengthen his linguistic competence. In spite of the fact that the language of literature is a peculiar one and there is no exact correlation between the linguistic competence and literary competence. Nevertheless, learners can achieve a great deal of functional language by studying

literature. Therefore, a simple methodological change can convert literature not only into a source of Islamization, but also into a source of functional language and improve the learners' linguistic achievement. Thus, learning English and acquiring an Islamized critical faculty must be the sole aim behind studying foreign literature. Such a method of teaching/learning foreign literature may also produce, in future, disciplined indigenous literary and critical caliber.

Thus, we must study foreign literature to achieve two aims. The first aim should be to enlighten the learners about the evils existing in other non-Islamic cultures and let them view these evils from an Islamic perspective. The second aim is to foster the learner's skill in English language. In other words, Islamization of the critical faculty and sensibility of the learners and enhancing their linguistic ability should be the sole aims of teaching foreign literature. It means that we must consider literature a language skill subject that has the capacity to foster the communicative and ideological potentiality of the learner.

Such an approach will enable the learner to experience a smooth and harmonious migration to the roots and adoption of the Islamic way of life. Such a methodology must be adopted because we don't want to produce teachers, learners or writers who admire or call others to admire any form of cultural migration or cultural displacement. As the whole educational effort is supposed to strive to Islamize the growing generation, foreign literature in English should also play an important role in this task.

English Spelling and the Sudanese Learners

The current so-called communicative material falsely promised to enhance the communicative skill of the learners and desperately concentrated on oral lesson, but unfortunately it could neither develop oral skill nor could it offer any scope to promote the student's skill in correct writing. It also neglected the principle of selection and grading of the teaching items. Thus, in the process of learning English, learning the spelling of various vocabulary items of the English language is a complicated, formidable and challenging task for the learners. In fact, it is one of the areas of horror for the students learning English in Sudan. Therefore, Sudanese learners are generally poor spellers.

There are various factors which affect the learner's ability to master the spelling system of English. In fact, English spelling is very much problematic for the Sudanese learners of English who face the problem posed by the complicated nature of English spelling. As mentioned earlier, English vowels are in the form of complete letters and they stand side by side with the English consonants. Moreover, English orthography is not phonetic. Thus, the spelling of a word in English cannot always be linked to the pronunciation. In fact, the spelling of English has lost touch and relation with pronunciation. Consequently, English pronunciation has very little to do with the spelling and

consequently the English speech and spelling forms are not in harmony with each other. It can be assumed that there is no definite rule about English spelling. It nurses a conspicuous and underlying mystery. It is curiously illogical, irregular, arbitrary and inconsistent.

On the other hand, Arabic script is mostly phonetic. If the pronunciation of an important Arabic word is known to us, we can know its spelling on the basis of its pronunciation. Spellings of words, in Arabic, in most cases are regular though some irregularities do exist, e.g., (هذا - haza - this), (ذلك – thalika – that). Moreover, Arabic is dominated by consonants with a few short and long vowels in addition to two diphthongs. The short vowels, as mentioned earlier, are represented by symbols either above or below the letters. The long vowels are the product of lengthening the short vowels. They turn into complete letters.

After learning and perceiving the sound system of Arabic, the Sudanese learner starts learning English. He is confronted with the illogical nature of English spelling system. It becomes very difficult for him to get used to the irregularities of English spelling. Therefore, he commits mistakes which are caused by many factors springing, mostly, from irregularities of English spelling and the interference of the Arabic language as well. For example, some letters in English have almost common pronunciation, but they exhibit different spellings. They are embodied in

homophones. They are clear examples of the fact that the pronunciation of many words of English is very much the same, but their spellings and meanings are different, e.g., (*pair, pear), (cease, seas, seize), (coast, cost),* (*buy, bye, by), (weak, week), (meat, meet), (two, too, to), (dear, deer), (right, rite, write), (their, there), (where, were).* It means that some words in English have similar pronunciation, but they are spelt differently and mean different meanings.

Some letters of English though different, signal the same sound, but their spelling is different, e.g., *(people, feeble), (weak, week), (belief, receive).* It means that the same sound of English is, sometimes, represented by different letters or combination of more than one letter, e.g., *tension, mention, nature, publish.*

There are many cases where the same letter represents and stands for different sounds. For example, the letter '*o*' displays varieties of sounds at different places, e.g., *work, home, people, come.* Words like (*come-home), (cut-put), (bound-wound)* have similar spelling, but there is a lot of difference in their pronunciation.

Moreover, some sounds have more than one representation in writing, e.g., (*fast, rough, elephant), (electricity, sentence).*

As mentioned earlier, the letter '*a*' has different sounds in *care, call, car, again.*

Many words in English contain letters which are unnecessarily added, e.g., *tongue, medicine, colour,*

*travel<u>l</u>er, colleag<u>ue</u>, techniq<u>ue</u>, sig<u>h</u>t. S*ome letters in some words in English are silent. They are written, but not pronounced, e.g., *lis<u>t</u>en, <u>k</u>nowledge, ta<u>l</u>k, <u>k</u>nife, <u>w</u>rite, receip<u>t</u>.*

The letter '*i'* can be added before the letter *e*, e.g., *achieve, brief* although there is an exception to this rule in words like *either, neither*. But if it comes after the letter '*c'* it has to take the following shape: *conceive, perceive, deceive,* otherwise its sound has to change, e.g., *conscience*. But sometimes it doesn't change even if it comes after *'c'* and before *'e'* as in the case of *society, science.*

The sound /ɔ:/ is represented by different letters in *thought* and *taught*. For example they keep in their minds the spelling of *bought* and by analogy they write *cought.* In other words, *cought* occurs by analogy with words like *fought, thought, sought.* Similarly, they commit misspellings such as *keap (reap)* instead of *keep, seel (seed)* instead of *seal, villege (college)* instead of *village*.

When *full* comes as a suffix, it is spelt with a single '*l'*, e.g., *careful, colourful, beautiful, handful*. Learners go on making double '*l'* . They write: *carefull, beautifull, cheerfull.*

In words ending in a final silent *'e',* the '*e'* must be dropped when adding a suffix that begins with a vowel, e.g., (*write*/*writing*), (*bake*/*baking*), (*migrate*/*migration*), (*compare*/*comparable*). In words ending in a final silent '*e',* the '*e'* must be retained when adding the suffix *full* and

ment, e.g., *careful, shameful, pavement, statement*. Unaware of these facts, some Sudanese learners either write: *writeing* instead of *writing, bakeing* instead of *baking or* generalise the correct rule of dropping the '*e*' on all words and write: *pavment* instead of *pavement, statment* instead of *statement.*

The above examples show that the Sudanese learners face challenges and commit errors which are caused by many factors. They wrongly perceive a similarity between spelling of some words without paying attention to the phonetic differences between them. This leads to errors caused by orthographic analogy. They also commit errors due to phonetic analogy. They perceive similarity between some words which have the same sounds of their vowels, but in writing they are spelt in more than one way.

The above few examples of the spelling difficulties being faced by the Sudanese learners of English and the errors committed by them show that English spelling is a source of major challenge for the Sudanese learners. Even after laborious involvement of eyes, ears, oral organs and fingers supplemented by graphic efforts, spelling still remains one of the areas in which the Sudanese learner piles stocks of errors. This may be attributed to factors such as inter-language and intra-language analogies.

Mastering the English spelling needs not only the involvement of both eyes and ears, but also oral and graphic repetition. This is lacking in the communicative approach and thus the attempts to implement it can be held responsible

for this phenomenon.

However, the remedy for this problem is a formidable task, firstly, because the influence of spelling convention of English is more persisting than its logic. The Americans have made some logical modifications in the spelling system of the English language. They tried to apply the spelling principle based on one sign for each sound whereas the British insisted to remain traditional in this regard. Even if we resort to the American variety, spelling will remain a source of major difficulty in mastering the graphic shape of English words. Secondly, the course of English ignores the principle of selection, grading, presenting and recycling the vocabulary items. To overcome such problems, special attention should be paid to the vocabulary items taught. Learners must reinforce, repeatedly, through reading and writing, whatever words they come across in the process of learning English.

Developing Writing Skill

Writing is the skill of organizing and arranging sensible information in a logical order and coherent sequence. In the absence of the spoken English in the life of the Sudanese, writing assignments in addition to reading activities can compensate a lot for it. However, reading skill is a passive skill, therefore, it is easier than writing skill. Writing skill is a productive skill that reflects the learners' extent of internalization of and mastery over the passive skills in English, its syntax, sentence structure and the meaning of vocabulary items. Therefore, it cannot be separated from the other important aspects of the English language, particularly, reading skill. The skill of reading comprehension would contribute to developing the writing skill whereas writing skill would reinforce the language the learners had encountered in the process of reading skill. Developing writing skill in English should go concurrently with the process of developing the reading skill. In fact, the relation between them is mutual.

Allah, the Almighty, ordered the Prophet Mohammed (PBUH and his progeny), in the first revelation, to read. Naturally, it means that there should be a written material to be read in order to build up the desired concepts and expand the domain of useful knowledge. Thus, the sole aim of teaching writing in English is to make the learner capable of expressing himself in a comprehensible, coherent

and logical written sequence. These two skills, namely reading and writing, are the corner-stones of the progress of Sudanese learners. Writing drills and exercises can eliminate many problems, difficulties and challenges being faced by the learners of English.

In an Arabic speaking society like that of Sudan, the learner faces many problems in the process of learning writing skill in English. The Arabic letters are different from English letters in shape and direction of writing. Arabic is written from right to left whereas English is written from left to right. The English language is written in Roman script which is absolutely different from Arabic script. In other words, the graphic representation and the direction of writing in Arabic are entirely different from those of English. This poses difficulties to the Sudanese learner of English. This difficulty persists even at the advanced schooling classes and even up to the university level.

As mentioned earlier, English orthography is not phonetic, that is, the pronunciation or the writing of a word does not always represent the sounds of the letters that form it. Intensive writing activities can remove the problems faced by Sudanese students as a result of the lack of consistency between some of the letters of English and the sounds they represent which constitute one of the major sources of errors in the writing of the Sudanese learners of English. For example, the letters '*a*' and '*g*' are not written by hand the way they are printed. Therefore, students get confused by the printed and cursive shape of these letters. Moreover, the

graphic similarity and contrast within the English language between '*b*' and '*d*' , '*g*' and '*q*' pose difficulty in writing and they are often confused. More exercises in writing may eliminate such confusions and clarify the shape of English words and sentences more precisely than oral activity.

Punctuation in English is one of the most important mechanics of writing. It is an important means of deciphering the meaning of the ordered words. Capitalization and punctuation systems which characterize written English pose a major challenge to Arab learners of English. Classical Arabic did not have punctuation system. Modern Arabic borrowed punctuation marks such as:

(، comma) , (؛ semi-colon) and (؟ question mark).

Learners face also the difficulty of getting acquainted with the capital letters and small letters of the English language. The Arabic language doesn't have such a classification. There is nothing to correspond in the Arabic script with capital letters in English. In other words, the Arabic language has no system of small and capital letters nor does it have different printed forms characterizing the writing systems of the European languages. Therefore, the Sudanese learner faces difficulty in dealing with it because he is habituated to a single system of orthography in Arabic. Students tend to generalize the way they start a sentence in the Arabic language and apply the same when they have to write in English. For example, they start the sentence with a small letter, e.g., *he is playing*. Some learners arbitrarily use

capital and small letters within a single word or a sentence, e.g., *the hEn Eats gRain.* To get rid of such gross mistakes and many others which they commit in the process of writing, the learner must get involved in writing exercises. Practice in writing in English will not only make the learners acquainted with the punctuation and capitalization system of written English, but also with its paragraphing system as well. Therefore, writing drills will offer learners many useful skills and abilities. "Writing," according to V. V. Yardi, "involves three kinds of abilities:

1. Penmanship, that is the abilities to shape the letters of the alphabet properly, also known as graphics.
2. The ability to put the letters in the right combination, that is spelling.
3. The ability to express oneself through the written word, that is composition."[1]

We must remember that unless the learner practices, various aspects of writing skill and controls them, he will never achieve any positive progress in learning English. Writing skill, in the words of Omkar N. Koul, involves "a wide range, from the acquisition of script to creative writing. A student must learn letters of an alphabet, grapheme-phoneme correspondence, spelling system, joining letters, writing of words, phrases and sentences along with the use of all the appropriate punctuation marks. A student must be able to organize the ideas and thoughts in the form of writing."[2] Omkar N. Koul goes on to assert, "The writing skill can develop only by practice."[3]

At the same time, writing reinforces the grammar of the language and its vocabulary and helps the learner to write sensibly and coherently. According to R. K. Johnson, "students must also learn how to write coherently, producing passages in which sentences are linked on the level of sense and grammar."[4] In other words, intensive writing can improve the students' skill not only in the spelling of English, which is a corner-stone in the attempt to learn written English and reinforce the language they are taught, but it can also improve and enhance their abilities to deal with various skills of English as a whole. Moreover, writing activity can clarify and reinforce the oral work and handwriting.

Improving Handwriting:

The course of ELT in Sudan must not only pay special attention to the development of the skill of writing from the very beginning, but also inculcate correct habit of writing and cultivate good handwriting at the early stage of learning English. An ugly and unintelligible handwriting is a clear indication of an untidy hand and careless mind. A good handwriting is the art of shaping the letters of a language beautifully. However, we can't deny the fact that an excellent and distinct handwriting is a special boon from Allah, the Lord of all people, bestowed upon his servant. Nevertheless, still everyone has a scope to improve his handwriting and make it not only intelligible, but also beautiful.

A good handwriting is characterized by the

following: (1) Distinctiveness: A distinctive handwriting gives each letter its own characteristic form and shape which make it distinct from other letters. (2) Spacing: Spacing means giving a reasonable space and interval between letters to create words and reasonable spacing and interval between words to create a sentence in a neat and tidy handwriting. In this regard, lining spaces should be suitable to avoid congested and crowded writing. (3) Simplicity: Letters should be simple in shape and moderate in size. (4) Legibility: A good handwriting must be legible and easy for reading by readers other than the writer himself. (5) Uniformity: Letters must have a uniform size that creates general uniform shape of letters. (6) Speed: A good handwriting is characterized by a reasonable speed and at the same time capable of maintaining neatness and legibility.

When they start learning English, learners must be taught writing informally, in the sense that they should be taught writing without letting any formal teaching of the letters of the alphabet or allowing their names to come in the process of teaching writing. In other words, students can be made acquainted with the word, its spelling and pronunciation directly without making reference to the names of the letters that make up the word. Letters can be shaped according to their shape as suggested by F. G. French. They are as follows:

a b c d g p q o e

m n h r f j i l t y u

w v x z k

s

It is the small letters that are generally used, therefore, they must be taught first. Capital letters must be taught after all the small letters are taught. They can be taught according to the following grouping as classified by F. G. French:

(round capitals)	**O Q C G D**
(Square capitals)	**H N M T Z A X U V W**
(Half square capitals)	**E F L K Y I J**
(Half circle)	**S P B R**

To develop and improve the handwriting of the Sudanese learners of English, they must start writing of letters and joining them in printed script from a calligraphy note-book. They must follow a print script for the first two or three years before they resort to hand script (cursive writing). A calligraphy note-book may also offer the learners the model shape of hand-written English letters. They must also use four-lined exercise books so that they can learn writing English letters in a uniform size. Offering a model writing by the teacher and paying individual attention to each learner may help

them acquire proper hand-movement and discover their own writing defects. Regular daily assignments of copying model writings must be given to learners. A regular periodic contest in handwriting must be organized among learners and the best model handwriting should be displayed among them and its writer must be rewarded generously in order to encourage others to follow his suit. This will pave the way for developing, as early as possible, the students' skill in writing paragraphs and composition clearly.

Teaching Composition in English:

Fostering the students' writing skill at the initial levels will initiate them towards the direction of improving their skill in composition writing. Composition writing enables the learners to express themselves with clarity, accuracy and freedom. It also reinforces their knowledge about the orthographic presentation, capitalization and punctuation rules. It enables them to make use of familiar vocabulary in a contextual and meaningful order.

However, nobody can deny the fact that writing is a reflection of refined speaking, though it is not a copy of the latter. It may be said that unless the learner speaks English correctly, he will never be able to write sensible and coherent English. But a sensible, intellectual and academic writing is possible even if the writer is not a fluent speaker of English. In the Sudanese context, our aim of teaching English is not

very much to make the Sudanese learner a fluent speaker of English, but rather a comprehending and apprehending reader. Thus, the skill of writing in general and composition writing in particular must spring from the fostered reading skill and flourish by its aid. To say it again, I think, in the Sudanese context, excessive reading activity is the only feasible source from which a Sudanese learner of English can derive and develop his skills in various aspects of the English language in general and composition writing in particular.

Composition writing, particularly in a foreign language context, is one of the formidable tasks that pose a challenge even to advanced learners of English. Being learners of English as a foreign language, Sudanese students are poor writers in English. Arranging words, phrases and sentences in the right order to create a narrative discourse is a considerable problem for the students. Usually, the answer books of composition tests are more or less blank. The written answers of those who try to write are loaded with spelling mistakes, punctuation and capitalization defects, incomplete sentences, structural errors in general, such as wrong formation of speech form, intermix of tenses, problems with irregular verbs, etc. In fact, one feels that they need a lot of writing exercises and composition activities in order to transcend various difficulties being faced by them in writing.

Moreover, as mentioned earlier, to develop the students' skill in writing composition, we must not forget the fact that Sudanese learners must be good at composition

writing in Arabic before they resort, or attempt, to deal with the same in English. The difficulties they face in writing in English show that they have neither control over the English language, nor the skill of thinking and writing even in Arabic. We must keep in mind that ideas are expressed through language and unless they are habituated to writing in Arabic, even a bright learner would not be able to do it in the English language. Therefore, in writing composition, the learner must possess an idea to express it. He should know, in advance, what he is going to write. He must also know how to organize and present the thoughts he is nursing in a grammatically correct manner. In addition to that, he must have suitable range of vocabulary items that enable him to present his ideas without facing failure of communication due to lack of suitable vocabulary. At the same time, he has to abide by the rules of capitalization and punctuation.

In short, the learner must know what to write and be able to organize his ideas coherently and logically by the use of correct structure, appropriate vocabulary and proper punctuation. In their educational journey, they must come across, and practice as well, the writing of all types of composition. In this regard, compositions may be divided into two types, (1) Oral, and (2) Written.

The written composition on its turn is divided into three types: (1) Descriptive, (2) Narrative, and (3) Reflective. In the initial stage of learning the English language and when the learner is encountering the basics of writing in general, they may practice guided compositions

by ways of simple description of their surroundings such as the classroom, the school premises, etc. Narrative and reflective compositions whether guided or free can be introduced at an advanced level.

Types of Composition:

From procedural point of view, the following are the main types of written composition which we may struggle to make learners capable of dealing with:

Guided Composition:

In this type of composition, learners are guided by the teacher. The teacher can prepare controlled or guided composition in many ways. He can offer the learners the idea, sufficient structures and vocabulary that enable them to exercise a creative manipulation of language and form a composition. Guided or controlled composition can be taught through substitution tables, completion tests, filling in blanks, multiple choice items, writing from the blackboard, answers to the given questions, arranging jumbled sentences, joining sentences, writing parallel sentences, transforming paragraphs, etc.

Free Composition:

As the learner advances in the process of learning English, the teacher must provide activities of free

composition. He may ask the learner to write free composition through exercises such as paragraph writing, personal and business letters, story writing, essay writing, précis writing, etc.

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Teaching Grammar of English

Every language is characterized by certain grammatical rules which make the language, organized, systematic and distinguish it from other languages. Thus, it can be said that grammar engineers the meaning, form and identity of the language whether written or spoken. It is the knowledge of grammar that makes it most possible for the learner to make a sense of what he is reading or listening, create a coherent and sensible writing and distinguish between right and wrong forms. Therefore, the grammatical rules of the language are supposed to be understood, mastered and adhered to by the learner if he wants to deal with the language correctly and produce a sensible and coherent meaning.

However, modern ELT theories do not give wide space for teaching formal grammar of English. They emphasize teaching the so-called functional grammar (grammar which deals with spoken language or descriptive grammar). Their views are that functional grammatical items must be internalized automatically and inductively by the learner during the process of learning the language. In other words, they emphasize inductive learning of grammar. However, such claims prove to be unpractical in the context of teaching English as a foreign language. It appears to be a failure with the Sudanese learner in general and the Arab learners of English in particular. In other words, modern

theories have attempted to generalize and apply the same natural order of the process of acquiring the mother tongue, namely, listening, speaking, reading and writing, on the process of learning a foreign language, but it proved to be a futile attempt that wastes both the efforts and time. In spite of the campaigns of the modern theories and assumptions which called for abandoning the teaching of formal grammar, the teaching of foreign language proved to be incomplete without dealing with its formal grammar.

We must remember that the grammar of a foreign language in a foreign language context cannot be unconsciously assimilated like that of the mother tongue. This is basically because, in a foreign language teaching situation, there is no exposure that enables the learner to acquire grammar informally or functionally. I think that, for a foreign learner of the English language, mastering the formal grammar of English is easier and important as well than attempting to speak it. In fact, the hope to make the beginner internalize, inductively, the grammar of English is an illusion rather than a reality. In other words, learning speaking skill of a foreign language spontaneously and its grammar inductively is a utopian aim whereas mastering the formal grammar of the target language deductively is one of most feasible and useful aspects in teaching/learning the target language. We can assume that the maximum knowledge which the best learner in the Sudanese context can achieve in English, is in the field of grammar and reading comprehension and to some extent in writing. Due to the

absence of spoken English that is necessary for reinforcing what the learner might have learned and ill-equipped teachers who are incapable of creating an environment of spoken English in our schools, both, students and teachers usually find it convenient to indulge in passive-cum-intellectual aspects of English; mainly, reading comprehension and grammar drills. It can be assumed that although teaching of English in Sudan is initiated with the help of the so-called communicative material, soon learning activity turns into a process of searching for intellectual effort, namely, the attempt to master the grammar of English. Therefore, teaching students formal grammar and its application in reading and writing becomes not only unavoidable, but also imperative. To continue with the so-called functional grammar in the absence of spoken language would be useless. Learners have to deal with formal grammar or prescriptive grammar (grammar which deals with definitions, terminology and rules) so as to enhance their knowledge in the skill of reading and writing. It means that grammar must be taught with the aim of fostering reading and writing skill and not with the utopian aim of making the learner try to learn speaking skill.

Learning grammar is essential because of the fact that grammatical competence is not different from communicative competence. We may fully agree with R. K. Johnson who asserts: “Grammatical competence is part of communicative competence, and the language teacher is clearly committed to ensuring that his students

are able to manipulate the language structurally, entailing grammatical knowledge."[1] It can be assumed that grammar is an important pillar on which communicative skill stands. In the words of John Munby, "Communicative competence includes the ability to use the linguistic forms to perform communicative acts."[2] J. P. B. Allen also emphasises learning the basic aspects of the system before attempting communication. He opines: "Students can scarcely be expected to communicate in a second language until they have mastered the underlying principles of sentence structure."[3] In fact, there is no hope of learning the use of a language unless the students learn "how the language operates."[4]

Nevertheless, this is not a call for concentrating only on grammar and neglecting concurrent development of other important aspects of English. Grammar is the scientific and systematic aspect of a language and we cannot do without it in a foreign language teaching/learning context. However, we must remember that grammar is a means of mastering the language and not an end in itself. The knowledge of grammar alone would not make the learners capable of dealing with the language as a whole. It must be taught after the students have been exposed to the structure of the language so as to make the study of grammar an assimilation rather than a mechanic activity. In other words, teaching of formal grammar must begin after the

student has achieved the skill in reading simple sentences. Therefore, formal grammar must be taught from the third year of teaching English and onward. In the first two years we have to teach them simple sentences so that we may enable them to understand the grammatical rules easily when the teacher explains them. It means that the learner must learn formal grammar from the sentences which he can understand and thus we may give way to inductive perceiving of the system of the language though it is taught deductively. Moreover, learners must also be acquainted with the simple basic grammar of the Arabic language.

Methods of Teaching Grammar:

There are two methods of teaching grammar. They are as follows:

Deductive Method:

It was introduced in Sudan when ELT itself had been introduced more than one hundred years ago. It is still dominating the activity of teaching/learning English despite the presence of the so-called communicative teaching material. Deductive method of grammar teaching offers the learner the rule of grammar and asks him to search for its application through further examples. The teacher presents the formal rule (the prescriptive grammar) and illustrates it with some examples. After clarifying the formal rule and its illustration, he demands from the learner to apply the same to

form similar and relevant exercises. It means that the whole process moves from the abstract to the concrete.

Inductive Method:

Inductive Method is just a reverse of Deductive Method. It has come to Sudan with the introduction of the so-called Direct Method and Communicative Approach. In inductive method of teaching grammar (the descriptive), the teacher presents for the learner the language examples embodying the target rule of grammar and he asks the learner to extract or deduce his own generalization and to find out the formal rule pertaining the target grammatical point. Further relevant examples are provided and the learner is asked to generalize and explain the grammatical rule in order to be familiar with it. In other words, the whole process moves from the concrete to the abstract. It is important to keep in mind that proper method of teaching the grammar of English may help eliminating the difficulties confronting the Sudanese learners in the process of learning English.

However, it would not be out of place here to mention some aspects of English grammar which pose difficulty to the Sudanese learners. In fact, the Sudanese learners commit many types of grammatical errors. These are just samples and not exhaustive coverage.

Subject-verb agreement of English is one of the major areas where Sudanese learners face difficulties and commit, as well, many errors. For example, they face

difficulties in marking the third person singular verb-present tense correctly. The way these sentences are formed in the English language is different from that of Arabic. For phrasing such sentences in Arabic, verbs are usually marked for person and number. The difficulty learners face in dealing with subject-verb agreement may be attributed, mostly, to the intra-English difficulty related to the subject-verb agreement in English. For example, such errors are committed: *You goes to school on Sundays, She sleep early every day. I takes a bath daily.* Such errors show that teachers are not paying attention to the difference in verb structure between the first and second person and the third person singular in constructing simple present tense. Therefore, the learner generalizes or confuses the rule to other inflectional aspects related to simple present tense without giving any consideration to the peculiarity of each aspect. Special exercises are needed to make the students practice examples of subject-verb agreement.

Another area needs our attention concerns irregular verbs of English in the past tense. Even after studying English for many years the learners at higher levels of education face difficulties in forming correct sentences in the past tense, particularly, when the verb used is irregular. It seems that they commit errors due to grammatical analogy. Learners tend to generalize their knowledge about a specific grammatical rule and include another point under its shade. They apply the *'ed'* form of the regular past simple tense, to irregular verbs without considering the exceptions. In other

words, they generalize the marker of the past of the regular verb '*ed*' to irregular verbs. Thus, they tend to regularize the whole verb system of the past verb of English by adding 'ed' to all past verbs whether regular or irregular. They write:- '*Early morning today I taked my breakfast', ' I drinked water', 'The guest comed', 'I meeted my friends'.* However, we can't deny that English verb system is a complicated area for foreign learners in general and the Sudanese students in particular. In fact, it can be said that the irregular verbs of English contain abundant irregularities. Sometimes learners may not even transform the verb into the past although the time-expression of the past is mentioned. They write:- *We go to school 'last week'. He visit his grandfather 'yesterday'.* Such errors pertaining to regular or irregular verbs and which are essentially intra-English difficulties can be overcome by making the learners memorize the lists of verbs particularly the irregular category and conduct special exercises in past and participle verbs and tenses related to them.

Learners face also difficulties with forming the past participle verb. They commit such mistakes, e.g., '*I have clean the room', 'She has eat the eggs*', '*They have play the football', 'We had drink tea'.* These cases show that the learners might have mastered the stem of the verb whether regular or irregular, but they failed to realize its past and past participle form and the effect of the presence of *'has'*, *'have'* and *'had'* on the verb.

They cannot also differentiate between the past simple and the present perfect forms. Errors like this are

committed: '*I waited for him 'since' two o'clock'.* Some do not use '*since'* or '*for'* correctly. They confuse between them or replace them by another word such as *'from'*. They write: *'He has not visited us since three months'* instead of '*He has not visited us for three months*', *'I have not played from last week'* instead of '*I have not played since last week'.* They also confuse between the present continuous tense and the simple present tense. They write: '*He is always sleep early'*. This shows that, in the process of teaching, the teachers and the course, as well, are not giving special attention to the distinctive characteristic of each tense separately.

In fact, tense is a complicated area for the Sudanese learners of English. This may be due to the fact that there are two main tenses in Arabic. The first is the perfect tense which describes the actions completed and the second is the imperfect tense which describes the actions which are in progress and in the process of completion. These two tenses may correspond only to the present and past tenses of English. Moreover, the learner of English, incorrectly, mixes the present and past of English within the different parts of the same clause. For example, they write: '*She is cooking in the kitchen when my mother came from the market'.* Such an error may occur because Arabic permits the shifting from one tense to another within the same sentence or between clauses. It also permits to have many verbs that follow the first verb and at the same time maintain the same tense of the first one.

They cannot also deal with the copula. They just drop it. They write: *'Sudan big country', 'The boy good at*

English', '*The man fishing*'. Sometimes they use two copula together, e.g., '*I am is writing'.* They substitute one for another, e.g.*, 'Arwa and Hanaa is going to school', 'Sameer are eating'.* These errors may be attributed to the fact that there is no copula in Arabic. Therefore, copula appears alien to them when they confront it in the process of learning English.

Learners face troubles in dealing with English prepositions. They write: '*In Sunday'* instead of '*On Sunday'*, '*In five o'clock'* instead of '*At five o'clock'*. They tend also to translate literally from Arabic into English. The following sentence may expose such tendencies. The correct version is given in bracket. '*Sudan falls in Africa'*. (*Sudan lies in Africa*).

The differences in the sentence patterns between Arabic and English lie in the domain of word order. The ordering and arrangement of words into sentences in Arabic is not the same as that of English. Arabic is mostly based on VSO whereas English follows SVO pattern. Arab learners of the English language tend to construct sentences in English in the same way as they do in the Arabic language. Being influenced by the basic pattern of Arabic sentence structure, sometimes students write: '*Killed Bill the innocent'* instead of '*Bill killed the innocent'*. They mention also the noun before the expression of adjective. They write '*Boy clever'* instead of '*Clever boy'*.

In English the gender of the subject doesn't affect the

verb. Contrary, in Arabic the gender of the subject affects the verb, e.g., The boy is praying -الولد يصلي , The girl is praying-البنت تصلي . In English, the gender or the number of the thing doesn't affect its adjective, but in Arabic, the gender or the number of the thing affects its adjective, e.g., (A religious boy- ولد متدين , Religious boys – أولاد متدينون) (A religious girl- بنت متدينة , Religious girls- بنات متدينات), (A beautiful scene- منظر جميل , Beautiful scenes- مناظر جميلة) However, we must not forget that these variations make the Arabic language possess, without any rival, the potentiality of being the richest language in the world and also offer it the capacity of conveying unchallenged concepts and subtle expressions.

The Arabic language has no indefinite articles. The definite article of Arabic is "ال" . However, the Arabic language has its own system of indicating what is implied by indefinite articles in English. The indication of indefiniteness in Arabic manifests itself through different vowel marks or marks on the letters. It depends on, and is governed by its position in the utterance. It is called 'tanween' or nunnation. The whole process of definite and indefinite articles in Arabic as compared to English may be explained as follows:

'kitab' : Arabic word for English word 'book'.

'Al kitab' : Arabic definite as in English 'The book'.

'Kitabn' : Arabic indefinite as in English 'a book'.

Therefore, it is clear that the underlined 'n' sound

that is suffixed to a noun or an adjective is the 'nunation' or 'tanween' and it stands for the system of indefinite in Arabic. They are marked as follows:

بًا بٍ بٌ

When they come to write in English, they commit such mistakes: '*He has car'* instead of '*He has a car*'. Therefore, to minimise the grammatical difficulties being faced by the learners of English, the general course of English must give proper attention to the teaching of grammar. The structure of English such as tenses, verbs, active/passive voice, direct/reported speech, relative pronouns, conditionals, tag questions, clauses of purpose, etc., should be sufficiently drilled in the classroom and be included in homework exercises. Teachers should teach 'present simple tense and past simple tense' before they teach other tenses so that to make students acquainted with the peculiar behaviour of their helping verbs because students face difficulties in dealing with '*does*', '*do*' and '*did*'. Absolute dependence on the so-called communicative-notional textbooks in a country like Sudan where English is not used at all in common life will not suffice. Without effective textbooks and workbooks of grammar which provide proper knowledge of constructing grammatically correct sentences, students will not be able to proceed ahead in learning English.

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Textbooks

In spite of the current revolution in the field of various media, the text-book still assumes a great role and continues to remain the main and potent instrument in the hands of the teacher and the learner. Textbooks of ELT are no exception to this. In fact, the textbook is the essential means for teaching a foreign language in schools. It is the most important aid for both the teacher and the learner. In other words, textbook is the center of instruction which specifies the content of the course and acts as a reference and a guide, as well, for the teacher and the learner. It provides what is to be learned. Therefore, it offers a base for evaluation of the learners' achievement.

Characteristics of a Good Textbook:

There are two considerations which have to be observed while searching for and designing a good textbook. They are the ideo-cultural considerations and the academic considerations. As far as the ideological and cultural considerations are concerned, the textbooks of various subjects in general and those of ELT in particular must be suitable with the religio-cultural background of the learner. It should include materials related to students' faith, culture and environment. In other words, it must present and represent the cultural and ideological items which the student must be acquainted with. It should derive from, and get

influenced by, the teachings of Islam in general and the Quran in particular. The student has to be aware of the Sudanese Islamic culture not only from various media, but also from the textbook. It must be designed by, culturally and ideologically responsible Sudanese who aspire to build Islamic generations. It means that foreigners who are oblivious of the Islamic culture and values must not be allowed to participate in designing the cultural content of the text-books for the Sudanese learners. In view of this, educational materials which are prepared by foreigners and deal only with foreign culture or make the learners ideologically naïve must be dropped.

As far as the academic considerations are concerned, the subject matter of text-books for children in various subjects in general and ELT in particular must be suitable for the mental level of the learner, his age, aptitude, needs and interests. It must be appealing, practical and informative in its content, attractive in its shape and printing and purposeful in its aims. As far as the textbooks of the English language are concerned, they must include a variety of necessary exercises that covers various aspects of the language. In other words, the content of the textbook must include sufficient exercises and colored illustrations so as to increase the learner's interest, cultivate his aptitude and potentialities and foster his motivation. It should link him with reality and at the same time enrich his imagination. It should include home, family, interesting factual and imaginative stories, games and festivals, etc. Lessons must

grow gradually from simple to complex teaching items and should not be so long as to cause boredom.

The course of ELT must be well planned and organized as far as the selection, gradation, presentation and recycling of its content are concerned. The more planned the text-book, the easier the task of teaching/learning is. A well-produced textbook lays the foundation for developing and fostering the interest and motivation of the learner in, both, extensive and intensive reading which must be our sole aim in teaching/learning of English.

It should select and introduce new structures and vocabulary items equally and judiciously and distribute them in the lessons so as to push the learner ahead in the process of learning the foreign language. It means that the textbook must stick to recycling principles. It should make a continuous reinforcement of what is learned by means of regular recycling of the language material. It must indicate the new items of the structure and vocabulary and repeat them a number of times so that they may be settled in the memory of the learner and get established in his conceptual framework. It must also include group activities and a glossary of new words.

As far as the printing of the text-book is concerned, it must be attractive in its shape and form. It must have suitable font size, spacing and margin in order to avoid being sight weary. The size of font for lower levels must be bigger than that for the higher levels because the young child

concentrates more on shapes rather than on content. Moreover, the paper quality must be fair, white, thick and smooth to display the material clearly and endure the rough use. The cover and binding of the text-books must be strong, enduring, sufficiently gummed, properly pasted and firmly stitched in order to make it last for a long time. At the same time, it has to be flexible and easy for opening.

Nevertheless, we must not forget that a good text book must be in harmony with the overall aims and objectives of the whole course of ELT. To achieve this, it will be more profitable for the ELT in Sudan to evolve a consensus among teachers and planners in developing teaching/learning material. Islam advises us to consult each other with regard to all aspects of our life and find out Islamic perspective for them. Appreciating those who run their affairs after sufficient consultation with each other and promising such Muslims ample rewards, the Quran says, *"and who conduct their affairs by mutual consultation."*[42:38] In the field of designing ELT material, consultation and negotiation will increase, to a considerable extent, the degree of interaction among text-book planners, teachers and learners. In this regard, teachers should keep on providing a feedback and the planners should examine it carefully and make use of it in developing teaching materials because developing textbooks and implementing them in the educational institutions must not be a 'top-down' decision or reflective of authoritarianism. Various agents involved in the whole process must consult one another in order to maximize the

positive aspects and minimize the shortcomings. We may agree with Keith Johnson who assumes that "consultation and feedback exist in even the most authoritarian systems."[1] This would, to a considerable extent, improve teaching/learning and minimize the common errors and difficulties faced by the Sudanese learners of English.

Moreover, all efforts must be made to make textbooks available to students. In Sudan we always face chronic shortage of textbooks. Many students share a single textbook and one can imagine the extent of academic degradation in such a situation. Why does the government not encourage a competitive production of textbooks by local printing and publishing bodies and provide them with all facilities that enable them to supply the market with textbooks on reasonable and affordable prices? Why does the government impose taxation on publishing and printing educational material? Educational publishing is an essential factor for the development of indigenous talents in science and the Arabic language. It plays a crucial role in producing and disseminating knowledge. Without an active publishing programme, Sudan is bound to continue depending on imported material for intellectual growth and this may affect the programme of Islamization *if we are, really, still sticking to it*. In short, educational publishing enterprises are necessary for a Sudanized scientific and intellectual activity. Educational publication must be encouraged and its material requirements must be exempted from customs and taxation. However, at the same time publishers also must undertake

the task of providing textbooks at reasonable prices.

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Teaching Aids

In order to sustain Man's proper intuition and transform him religiously and ideologically, Allah sent messengers and holy Books. He, the Almighty, assigned many miracles to those messengers and holy book so as to foster, both, the process of learning and the desired transformation. The Miracles and Signs acted as aids that make people think and believe. Thus, in the process of academic and intellectual transformation, teaching aids play a crucial role. If educators aspire to make teachers capable of carrying out educational activities effectively, they must provide schools with teaching aids.

We must remember that teaching aids play a crucial role in facilitating the process of learning English. They create interest in the learner, make the ideas and meanings more concrete, sharpen the learner's memory, increase his retention capacity and enhance quick understanding of the target point of teaching. They serve as tools in teaching English and it is only by using teaching aids that a teacher can make his teaching effective and lively. English is a foreign language and thus difficult to learn. Audio-visual aids are the devices which are used in teaching English in order to concretize the abstract, attract the attention of the learner and involve his eyes, ears and mental concentration in the process of learning. Teaching aids such as posters, photographs, pictures postcards, craft-ware, maps

and others occupy an important place in teaching languages. By making use of these aids, teachers can make the teaching of English interesting, easy and comprehensible. With the help of these aids, the teacher can explain and simplify the complexities of a foreign language. "Aids can," according to W. R. Lee and Helen Copper, "be helpful to the teacher of a foreign language in a number of ways:

1. They can brighten up the classroom and bring more variety and interest into language lessons."[1] Lee and Helen go on to assert that teaching aids:
2. "…..provide the situations (contexts) which light up the meaning of the utterances used;
3. ……help the teacher to improve his own grasp of the foreign language and to prepare more effective lessons;
4. ……Both aural and visual aids can stimulate children ……to read and write…"[2]

The value of audio-visual aids can be enumerated as follows:

(1) They attract the attention of the learner, move his curiosity and interest in the lesson and involve him in the process of learning wholeheartedly. (2) They facilitate teaching/learning activities, concretize the abstract teaching points and enhance the meaning of the language items easily. (3) They make it possible to use the Direct Method of presenting the target point of teaching and avoid excessive dependence on verbalism

and translation into the mother tongue. (4) They save the time of the teacher by concretizing the items of teaching and giving the target meaning of the teaching point directly instead of wasting much of the valuable teaching-time in explaining it through the target language. (5) They strengthen the learners' understanding and enhance their ability to remember, retain and recall the language item explained with the help of teaching aids whenever the context arises.

Unfortunately, in Sudan, schools are not supplied with teaching aids and equipment and the activity of teaching/learning English is dominated by abstract verbalism. There is a chronic shortage and even complete absence of the simplest aids in the process of teaching/learning English. In other words, it is regrettable that, in Sudan, this tool of teaching is not paid sufficient attention not only in teaching English, but also in the process of teaching the Arabic language and other subjects as well. Even in schools of urban areas in Sudan, teaching aids are not an integral part of teaching English. Very few schools use some simple aids in teaching English. This reveals the dearth of provisions necessary for a successful implementation of ELT programme.

It is necessary that various types of teaching aids be available in all schools and the English language teachers must make use of them in teaching English. In other words, a good school must provide

teachers with different kinds of teaching aids and a conscious teacher will always make a good use of all types of teaching aids so as to create interest in learning the English language and ensure proper teaching/learning results.

Different Types of Teaching Aids:

Teaching aids are classified into two main kinds. They are as follows:

(1) ***Visual aids:***

They are the teaching aids and devices that can be seen. They are used to make the beholder see and understand the language spoken. These types of teaching aids employ human eyes to facilitate the process of understanding and perceiving the language item taught. They are such as blackboard, pictures, wall pictures, charts, bulletin board, cartoons, posters, maps, films, film-strips, etc.

(2) ***Audio-aids:***

They are the teaching aids and devices that can be heard. They are used to make the listener hear and understand the spoken language. These types of teaching aids exploit human ears to facilitate the process of understanding and perceiving the language item taught. They are such as radio, tape-recorder etc. It is important to mention that the term ‘Audio-visual aids’ is used to

cover the teaching aids in general.

The following are some of audio-visual aids which may be used in the Sudanese ELT context:

(1) Text-books:

It is a well-known fact that the textbook is one of the oldest teaching aids that dominated the educational sphere for a long time and is still playing a crucial role in the educational activity in general and ELT in particular. Now, in the wake of the spread of mass media, the textbook is not viewed by some people, as it had always been the be-all and end-all. Many new aids have come into existence and they play an important role in the process of teaching/learning a foreign language. Textbooks are viewed as just one of them. Nevertheless, the text-book occupies, and must occupy an important place and plays a crucial role in the process of teaching foreign languages. In fact, it is the teaching aid which is closely connected with all actual educational processes. Therefore, it must be carefully selected, systematically graded, beautifully illustrated, properly presented and attractively printed. In view of its important role, teachers must be careful about the use of a text-book. Teachers must be prepared to use it and plan its lessons in advance, otherwise, they would nullify its content.

(2) The Blackboard:

In a foreign language teaching situation like ours, the blackboard plays a crucial role. A large number of students of English language were first taught with the use of the blackboard. In fact, the blackboard, in underdeveloped countries is the most established symbol of the class-room and the school as a whole, not only in Sudan, but also all over the world. It is a cheap teaching aid and supposed to be available in every teaching environment. It is the teaching aid on which we rely to explain and the learner to understand. Almost all the major aspects of ELT are taught on its surface. The teacher writes and explains vocabulary items, spelling, phonetic marks, punctuation, phrases, sentences, structures and substitution tables on the blackboard. He can draw instant and illustrative drawings and pictures on it. He can explain guided composition on it and offer the necessary outlines of free composition as well.

(3) Pictures:

A Chinese proverb asserts, "A picture is worth ten thousand words," we may say, 'When verbalism fails to explain, a picture may give meaning and entertain'. Educationally, pictures save time, give life to conversation, concretize the abstract, attract the attention of the learner and offer the target meaning easily. Pictures can depict a story and give chance to

descriptive and narrative writings. Moreover, pictures are easily available in various sources such as magazines, newspapers, calendars, etc. Suitable pictures can be collected by learners and teachers and used to explain vocabulary items, actions, stories, etc.

(4) Flash Cards:

Flash cards are effective in teaching many aspects of the English language in general and reading comprehension in particular. A flash card attracts the attention of the students, makes the lesson more interesting and develops speed-reading. It can be used to explain letters, words, phrases, sentences, etc. Moreover, teachers themselves can prepare the required flash cards that are necessary for explaining the teaching items.

(5) Charts:

Charts are effective devices in teaching many aspects of the English language such as vocabulary items, structures, grammar, etc. They can be prepared by the teacher himself and learners also can help him in this regard. However, they must be clear and have suitable size so that all students can see them from their position in the class.

(6) The Radio:

Central Radios are supposed to be not only

for entertainment or vomiting news about imperialists' wars, violence and political gimmicks of idle and corrupt politicians, but they must also be sources of useful knowledge. Sometimes a kind of co-ordination may be established between the educational institutions and broadcasting stations so as to explain school subjects in general and the English language in particular. Due to the chronic shortage of qualified teachers of English, the professional and academic qualifications of some good teachers must be invested by the radio to spread knowledge and good models of teaching. Thus, a radio may enable learners to listen to effective and good teachers and improve learners' skills in listening comprehension, grammar, intelligible pronunciation and sensible speaking.

(7) The Television:

The national and private TV stations can be devoted to teaching the English language. It would have been more useful to display a daily programme of the English language on the TV than to continue corrupting the growing generations with the sinister TV serials imported from Egypt, Syria, etc. These serials not only failed to raise the religious, moral, social and intellectual standard of the producers, but also degenerated them. Instead of solving their chronic problems, they aggravated them. Therefore, instead of importing and planting corruption in our society, the TV

should be used for some productive programmes that may supplement the educational activities and foreign languages programmes can be part of them.

Compared with the radio, TV is more effective in teaching the English language. This is basically because the learner can listen and see the teaching performance and therefore teaching performance can be rich through the TV. In other words, the learner can experience an 'embodied voice' while watching the lesson taught through the TV. The English language programmes on TV can be used for both beginners and advanced learners of English. They help the learner improve his listening comprehension and learn intelligible pronunciation through oral performance which can clarify also the shape of letters, complicated spelling, difficult structures, etc. By providing various types of teaching aids, now, the internet can help Sudanese teachers to teach English effectively.

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Tests and Examinations in English

Allah created Man so that the latter may worship Him. He, the Almighty, showed Man the Islamic way of life and asked him to adhere to it. He, the Lord of all people, prepared the tools that will make the just measurement of the extent of Man's adherence to Islam. Allah says, *"And We shall set up balances on the Day of Resurrection, then none will be dealt with unjustly in anything and if there be the weight of a mustard seed, We will bring it and Sufficient are We as Reckoners."*[21:47]

In our worldly life, we are supposed to search for, adopt and implement the tools that are capable of showing us the actual results of our efforts in various aspects of life and educational examinations are no exception to this. Unfortunately, due to the absence of an inclusive ideo-scientific vision, there is a growing dissatisfaction with our examination system. I have already dealt with this topic in a previous publication. However, the chronic defects which our examination system suffers from, forced me to discuss it again in this book. It is a fact that the present examination system is notoriously unreliable. One feels that there is a clear decline in the general standard of education as a result of the conspicuous system of the current examinations. The observer of the educational theater sees that there are cases in which many students would have not qualified for admission to the medical course if they had taken the examinations of

the 1970s, however, they are qualifying now for admission to the same course with relative ease. It is an open secret that teachers teach from examination point of view and the percentage of success in examinations is cited to point a false picture of the students' achievement. In other words, the habit of altering the real face of the examination in order to beautify its face is an integral part of the behaviour of the examiners. An educational report laments: "In view of the changes which took place in the hierarchy of the educational organization and the expansion in various Departments of Examinations in the last few years, many sections of the Examination Department, came under the chairmanship of some teachers who are not well-acquainted with the rules and regulations of the examination. This state of affairs led to many transgressions which affected the prestige and reliability of our National Certificate."[1] As far as the present examination system of the English language is concerned, it is dictating the content of the syllabus and measuring only the learners' rote memory. In other words, it can be asserted that the current system of evaluating and scoring of the students' performance in the English language is notorious, easy-going and unreliable.

In fact, the examination system has been suffering from false beautification of the results for a long time. The face of the results of English language examination has been undergoing a beautification surgery since the 1970s. In the words of Liza Sandell, "The students' marks were….scaled up from between 10% and 20% to 30% so that an adequate

number are rewarded the Sudan School Certificate."[2] A report from the English Department, University of Khartoum, complains, "Looking at the matter from out end…..something drastic must be done or we will soon reach a point of no return as far as the teaching of English language in this country is concerned……We believe that the grades scored by the students in their School Certificate Examination do not relate meaningfully to their performance. The practice of giving extra marks to pupils in order to enable a certain percentage to pass is a dangerous one."[3]

In such a situation, what teachers are teaching and how they are teaching and what students are learning and how they are learning as well as what evaluators are evaluating and how they are evaluating would be questionable. Consequently, a mismatch is bound to arise between the materials of teaching and the way it is taught/evaluated leading to a number of defects in the ELT establishment.

The defects of the present English language examination system in Sudan can be listed as follows: (1) It dictates the syllabus of ELT and measures only the rote memory of the learner and his ability to cram notes of private classes without understanding the language. (2) It controls the instruction, segregates it from desired-ends of the educational efforts and consequently leads to mismatch between the overall aim and content of education on the one hand and the aim and content of examination on the other hand. (3) It lacks construct validity. Minimum attention is

directed to the construction of questions that really measure the extent of learning achievement. In fact, it can be said that it is a hit or miss affair. (4) It lacks content validity. It means that it doesn't test the content of learning that seeks to achieve the real aims of ELT, therefore, (5) It lacks reliability. Large numbers of learners achieve distinction marks in the English language, but they cannot construct a sentence in English correctly. It means that the grades they are getting are not an exact reflection of the extent of the actual learning. (6) It is subjective. It is manipulated on the basis of personal judgment, mood of the examiner and *impressions* of some senior teachers who work in some famous schools. Consequently, scoring is also highly subjective and is influenced by the mood of the examiner, his relation with, or attitude towards the examinee, the quality of handwriting and the material of what the examiner is familiar with. (7) It lacks originality and creativity. The shape and content of the question papers can be guessed-out in some private classes conducted by some teachers who can influence the setting of the question papers. Consequently, the learner can get prepared accordingly. This brings also annual repetition of some questions and similarity between question papers of every year. In fact, examination system is grossly defective and unreliable. Most of secondary school Sudanese students don't know anything in English, but still, they are able to get through the examination in English.[4]

For improving the examination system of the paper of English we must know that the fundamental aim of

education is to effect a positive change in the learner towards fostering his proper intuition and acquiring practical and useful knowledge of English. When we talk of evaluation of the student's achievement in a particular subject or educational achievement as a whole, we have to keep in view the aims of teaching a particular subject or the educational objectives as a whole. It is important to keep in mind that objectives are the base of evaluation. In fact, evaluation and objectives of ELT are inseparable from each other. K. Chastain asserts that evaluation is "inseparably related to both, objectives and classroom procedures."[5] Egon Foldberg expressed a similar point of view when he said, "Exams should be so devised that they relate closely to aims…."[6] Unless objectives are clearly defined, it is not possible to conduct an effective test and evaluation. Therefore, it is clear that evaluation can be an asset of or a hindrance to the English language teaching/learning programme.

We must also keep in mind that the various aspects of ELT endeavour are interrelated. The basic aim of ELT in Sudan is to acquire the skill of comprehending written English, writing English and translating from and into English. Therefore, test and examination of the English language in Sudan must evaluate the extent of the learners' mastery over the target skills of English fulfilling the required aims of ELT/ learning. The efforts exerted in teaching/learning English cannot be successful unless the students achieve a tangible and useful knowledge already targeted by the objectives and aims of teaching English. In

short, the desired objectives to be achieved, the learning activities for achieving them and the evaluation system for determining the extent of their achievement are inseparable. When we examine the students' achievement in English, we are, in fact, examining the extent of positive behavioural change we aim at and whether the student successfully acquired it or not.

Therefore, the existing English language examination system has to be improved without any delay. To improve the present system of English language examinations and tests:

(1) We have to determine clearly and precisely the objectives of ELT in terms of exercising the desired change in the learners to enable them to achieve the goals embodied through the content of the course. In other words, to set up a suitable evaluation system we have to be clear about the specific aims of ELT course in Sudan. English is, and supposed, to be treated and taught as a written foreign language to be comprehended. In other words, unlike other foreign languages, English is to be learned for the purpose of being used as a library language. Therefore, the general objectives of ELT course and its content must be in harmony with the specific aims of the course of ELT and the evaluative techniques must be capable of exposing, without any ambiguity, the extent of the realization of the general and specific objectives. It means that, in Sudan, the ELT course must enable the learner: (A) to understand simple written English, (B) to

express themselves in simple written English, (C) to translate from English into Arabic and vice versa, (D) to listen and understand simple spoken English and, if possible, express himself in the same. In short, the above objectives must lead to foster the learner's skill in: (i) reading (ii) writing (iii) translation, and lastly (iv) listening and speaking.

(2) We have to identify the most favourable condition that would show credible evidence of the desired changes manifesting the achievement of the specific goals of ELT.

(3) We have to identify and set up the test content that would give reliable evidence about the achievement of the desired change in the learner's linguistic skill.

(4) We have to select the best applicable measuring devices which would test and evaluate the extent of actual achievement of the specific goals, provide clear evidence to the extent of the achieved goals, and finally,

(5) We have to understand, interpret and record the evidence in order to discover the point at which the learning process has reached.

The above suggestions may help us create a good, reliable and effective English language examination

system. We should remember that a good examination system must evaluate, truly, the effectiveness of the language learning experience which, in its turn, must manifest itself in terms of positive change in the learner's linguistic behaviour. A reliable evaluation system is an index to the learner's achievement. It measures the effectiveness of the instruction. In fact, such a reliable examination system has many advantages. Its advantages can be enumerated as follows: (1) It determines the extent of achievement of overall aims of education. (2) It determines the extent of achievement of the specific goals. (3) It clarifies and improves upon the objectives and the extent of their realization. (4) It clarifies and improves upon and modifies, as well, the language instruction and the method of its teaching. (5) It shows the actual learning experience and thus it reveals the learner's progress, growth and development in the target field. (6) It exposes the learner's weakness, helps in removing it and improves learning experience. (7) It makes the learner more academic, opens his eyes about the extent of his learning achievement and points out his defects as well. (8) It encourages the learners to work hard and inculcates the spirit of competition and excelling among them. (9) It honours and promotes the successful learner and hence creates the incentives for further progress in him and in other learners as well. (10) It displays the qualification of the teacher, reveals the effectiveness of his teaching method and displays the value of his teaching performance. (11) It helps the teacher assess himself and improve upon his teaching techniques.

To construct, administer and score the evaluation system that enables us to achieve the above advantages, the examiner must know how to devise an evaluation system that upholds suitable criteria. The criteria of a good test of the English language are as follows: (1) Its instructions for the learner to answer the questions are straightforward, brief, well-defined, clear and free from any ambiguity and absurdity. (2) It confines testing to only the content of the ELT course which the learner is supposed to master. (3) It covers, judiciously, all the aspects of the content of the ELT course and frames questions that spread all over the ELT course and include the items to be mastered and conquered by the learner. In case of English in Sudan, the content relevant with our learners must teach them reading, writing, translation, and then listening and speaking skill. (4) It frames and constructs the questions of the test clearly and without any ambiguity or absurdity. (5) Its questions are neither too difficult to be left by most learners nor too easy to be answered by even mentally lazy student. In other words, as far as the relative difficulty and easiness of the questions are concerned, it must engineer a middle course to cater to the variety of learners' capacity and at the same time it should exert all efforts to make a reliable evaluation of the actual learning achievement. To do so it must include the following varieties of questions: (a) Easy and simple questions that all learners, whether bright, average or dull, can deal with. (b) Questions of average difficulty which the average learner can deal with. (c) Difficult questions which can be dealt with by

out-standing learners. (6) It employs the three types of questions, viz: essay-type questions, short answer questions and objective-type questions. If these types of questions are prepared carefully, they can test the learners' achievement in relation to the content of the course. (7) Each of its questions tests a specific point that is required to be learnt. (8) It allots a span of time that is sufficient for an average learner to complete the test within the specified time-limit. It means that the time allotted must neither be too long nor must it be too short. (9) It is devised in such a way that nullifies mechanic memorization, rote learning and cramming from ready-made market notes. (10) It scores the answers targetfully to identify realistically the actual achievement of the learner in the English language.

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Analysing Learners' Errors

As we have seen in the earlier chapters, the teaching/learning of English in Sudan at present is at its lowest ebb. It suffers from chronic problems. It needs a thorough investigation and errors committed by learners are no exception to this. English is a foreign language in Sudan and the occurrence of errors must not only be expected from the learner, but it must also be considered something normal and imperative. However, the teacher must be capable of detecting the errors, discovering their causes and exerting all efforts to make the learner overcome them. The teacher must have a clear background about the nature of errors, the human attitude, past and present, towards them and the ways of analyzing them.

Human Errors: Islamic Vision

Man is errant by nature and the best of those who go wrong are those who discover their error, know its causes and avoid committing it in future. Although the following holy Quranic verse and the holy saying of the prophet Mohammed (PBUH and his progeny) deal with matters of sins and errors that Man falls in, the same saying and verse may give us a vision that may help us develop proper educational insight with regard to common errors committed by learners in various educational subjects. The Quran says: *"An those who, when have committed a gross error or wronged*

themselves with evil, remember Allah and ask forgiveness for their sins and none can forgive sins but Allah- and do not persist in what (wrong) they have done while they know."[3:135] The prophet Mohammed (PBUH and his progeny) also says: "Every human being is errant (commits errors), however, the best of those who commit errors are those who repent." [Refer to Sunan el Darmi] However, the above holy saying of the prophet Mohammed (PBUH and his progeny) and the content of the holy Quranic verse indicate that Islam gave Godly vision that deals with the question of errors and sins about fifteen centuries ago and offered a clue to deal with errors committed by learners in their educational journey. It is only during the 20th. century that Man discovered his wrong traditional attitudes towards errors, realized that he may commit them and searched for ways and methods of qualifying himself to recognize them, knowing their causes and avoiding committing them again. The following is a brief background of the traditional human notion about errors.

Traditional Human Attitudes towards Errors:

Throughout the history of English language education errors committed by learners have been a perpetual source of unrest and trouble to the learners and teachers at all levels of education all over the world. The task of enabling the learners to master the correct form and avoid committing errors constituted one of the formidable challenges for

educators, language policy planners, course designers and teachers. This was basically because those who were concerned with learners' errors were gripped by the traditional attitude towards errors which believed that all errors other than those "made by native speakers are abnormalities."[1] Therefore, teachers were keen on making the learners avoid committing errors. Such an attitude dominated the traditional teaching/learning set-up because the traditional views neglected the multi-dimensional factors involved in teaching/learning a language and concentrated on the idea of banning and forbidding the occurrence of errors.

Moreover, traditional teaching circles took language learning as a mere process of mastering the rules and structures of the target language and translating, precisely, the content of the prescribed texts from the target language into the mother tongue and vice versa. In other words, they viewed the proficiency of the language learner and his skill in the target language only in terms of his ability to memorize the rules of grammar and mastering translation. Therefore, the traditional point of view about errors is that they consider that in the process of teaching/learning, errors are gross deviations from the established and acceptable rules and norms prescribed by the grammar of the target language. Therefore, errors must not only be avoided, but their occurrence also must be, strictly, prevented. Nilson Brooks has gone to the extent of considering the relationship of errors to learning to be similar to that of sin to virtues. Therefore, errors must be avoided. He opines, "Like sin, error

is to be avoided and its influence overcome."[2] Such extreme concepts were gripping the environment of language education and reigning over the activities of teaching/learning all over the world and Sudan was no exception to it.

Changes in Human Attitudes:

The fore-mentioned attitude could not hold up continuously because it couldn't achieve its goals. The occurrence of errors persisted in the process of learning a language. Moreover, development in various branches of sciences such as psychology, linguistics, socio-linguistics, etc. made the traditionalists realize that they cannot adhere to the concept of, entirely, avoiding errors or, absolutely, preventing their occurrence. Therefore, a more considerate, moderate and tolerant attitude towards the learner's errors emerged and it successfully overthrew the existing traditional rigid concepts. The new attitude tended to believe that learners are bound to commit errors and errors can't be escaped or avoided. In other words, many scholars have come to conclude that errors, in the process of language learning, are unavoidable and will occur even if all efforts are made in order to avoid them. Consequently, many linguists stopped condemning the occurrence of errors and resorted to study the causes of their occurrence. They indulged in a comparative study of the systems of the mother tongue of the learner and that of the target language. Consequently,

Contrastive Analysis and Error Analysis emerged as tools of pointing out the expected and actual difficulties facing the learners of the target language, the root causes of these difficulties and the measures to overcome them. Contrastive analysis was applied and practiced for many years long before the emerging of Error Analysis.

Contrastive Analysis:

The persistent presence of errors in the process of language learning drove the structural linguists to probe the difficulties confronting the learners. Their attempts were motivated by their deep desire to discover the root-cause of errors in both the target language and the mother tongue of the learner and to find ways to improve the learners' performance in the target language. They resorted to compare and contrast the surface structure of the target language and the mother tongue of the learner. Thus, it can be said that Contrastive Analysis emerged and ventured into the task of comparing the systems of the target language with those of the mother tongue. Its aim was to discover the points of similarities and differences between the mother tongue and the target language and predict the areas of difficulties facing the learners in the target language. Many scholars advocated the importance of conducting contrastive studies and analysis between the target language and the mother tongue of the learner in order to discover the source of learning difficulties, devise suitable teaching/learning materials that eliminate the

difficulties and facilitate the process of teaching/learning. In the words of Fries C. C., "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."[3] Lado, R. also came with a similar view. According to him: "The teacher who has made a comparison of the foreign language with the native language of the student will know better what the real learning problems are and can better provide for teaching them."[4] However, Lado, R. gave much weight to the points of differences between the target language and the mother tongue of the learner and minimized the role of the points of similarities, in causing errors in the process of learning the target language. He opines, "If the expression, content, and associations are functionally the same in the native and the new languages, there is maximum facilitation. Actually, no learning takes place since the student already knows the unit or pattern and merely transfers it."[5] It was considered that transfer is either positive or negative. Similar areas would lead to cases of positive transfer and this on its turn would facilitate learning, while different areas would lead to negative transfer or interference with the target language which would result in errors having their origin in the source language. In other words, similar structures could be transferred to a new situation with facility whereas the dissimilar structures may pose problems to the learners. Lee, W. R. nursed a similar idea. According to him, "What there is to teach can best be found by comparing the two languages

and then subtracting what is common to them, so that what the student has to learn equals the sum of the differences established by contrastive analysis."[6]

Initially, the appearance of Contrastive Analysis made language teaching circles think that the problem of selecting, grading and presenting the target language material has been solved forever. Syllabus designers also thought that the designing of language course is nothing but an inventory or a set of structures which is not similar in the target language and the mother tongue of the learners. However, it appears that their expectations were bigger than what the Contrastive Analysis could give. In spite of the findings reached by its advocates, the contribution of Contrastive Analysis did not satisfy the teaching circles very much. Teachers observed that the findings of contrastive studies confined the causes of the occurrence of errors to factors related, mostly, to inter-language interference. Teachers found that some difficulties which are faced by the learners while learning the target language, may not be the same as those which are predicted by the linguists of the Contrastive Analysis. They found that, sometimes, similar structures troubled the learner and became sources of more problems than dissimilar ones. Therefore, teachers tended to think that the information, assumptions, theories and guidance supplied by Contrastive Analysis could not be taken for granted because they found that many of the errors which always confronted them, were not predicted by Contrastive Analysis. Furthermore, they found that Contrastive Analysis reached its

conclusions and findings "in a more or less intuitive way."[7] Therefore, some teachers considered Contrastive Analysis to be "without much theory and without much explanation."[8] Nevertheless, it can't be denied that, even now, the findings of Contrastive Analysis can help the teaching/learning circles. If Contrastive Analysis co-ordinates and collaborates with Error Analysis, they, both, can be valuable aids to the process of teaching/learning languages.

Error Analysis:

As mentioned above, in spite of its efforts to discover the causes of errors and eradicate them, Contrastive Analysis failed to deal, inclusively, with all the difficulties confronting the teacher and the learner in different teaching/learning situations. Complete eradication of learners' errors seemed to be a far-reaching goal. Occurrence of errors continued to trouble the teaching circles. Therefore, the emerging moderate attitude towards errors and the general realization that errors can't be avoided got a strong foot-position. Meanwhile, Error Analysis came into existence to add to, and improve upon, the achievement of Contrastive Analysis which flourished in the field of linguistics. In fact, Error Analysis was benefited by many of the findings of Contrastive Analysis. The scholars of Error Analysis also frankly admitted the impossibility of avoiding the occurrence of errors. S. Pit Corder remarked that "errors will always occur in spite of our best efforts."[9] Teaching circles also

surrendered to this reality. Consequently, the attitudes towards learner's error witnessed further tolerant and sympathetic turns. Teachers started dealing with errors in a more practical way and they devoted their efforts to analyze, systematically, learners' errors and discover their causes. In this way the study and analysis of errors came into existence.

The systematic study of errors through Error Analysis emerged as one of the tools of probing the causes of the occurrence of errors and discovering the ways of correcting the learner. However, gradually, there was a considerable shift of attention from solely correcting the learner towards *learning* from the occurrence of errors. Commenting on this historical turn, George H. V. states, "It is noteworthy that at the beginning of the sixties the word 'error' was associated with correction. At the end with learning."[10] Thus, Error Analysis emerged as a field of formidable scholarly specialization and benefited the teaching/learning circles all over the world. The general attitudes toward errors started taking further considerate, moderate, sympathetic, and flexible turns. It tended to accept the occurrence of errors and even went to the extent of considering them as natural phenomena in the process of first, second and foreign language learning. Advocates of Error Analysis have gone to the extent of considering errors a source of more clarification to many problems and formidable challenges confronting, learners, teachers, syllabus designers and language policy makers. Errors, in the words of S. Pit Corder, "provide feedback, they tell the

teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus had been following, have been inadequately learned or taught and needed further attention. They enable him to decide whether he must devote more time to the item he has been working on. This is the day-to-day value of errors. But in terms of broader planning and with a new group of learners they provide the information for designing a remedial syllabus or a programme of re-teaching."[11] This highlighted the value of Error Analysis. Lim Ho Peng assumes: "Error analysis is vital to the language teacher who needs to know, in advance…, the type and importance of the errors a particular group of students would be likely to make, the various causes of such errors and the techniques of correcting them."[12]

It means that systematic Error Analysis displayed many advantages. It started offering linguists, psycholinguists and socio-linguists abundant chances of probing the whole process of language teaching/learning. It extended helping hands to learners, teachers, syllabus designers, and educators as well. It gave more detailed explanations to the learner's errors. It discovered and explained many other types of errors like those which occur as a result of faulty teaching, defective learning strategies and over-generalization. In other words, Error Analysis observes the learner and his learning strategies, the teacher and his teaching techniques, the syllabus designers and their method of planning, selecting, grading, presenting and recycling language items. In fact,

Error Analysis guides each and every aspect of language planning, teaching and learning. In short, we are likely to agree with Lee W. R. who asserts that Error Analysis "can guide the whole of a language course at every stage."[13]

Appreciating the contribution of systematic Error Analysis and its practical nature, Peter Strevens says, "The systematic error analysis….by concentrating on the more obvious points of difficulty, it makes an immediate contribution to the task of language teaching; and by being a partial limited study it can be completed more rapidly than can full bilingual comparison."[14] It means that Error Analysis has successfully transcended the theoretical problems which have not only overwhelmed Contrastive Analysis, but also limited its utility. Error Analysis is, now, in the process of imposing itself as independent and elaborate scientific discipline that influences course designing and development, teachers' training and policies of language education. Therefore, it is contributing to the whole process of teaching and learning of second/foreign languages and performing many formidable tasks in the field of second/foreign language teaching/learning.

Referring to the task and role of Error Analysis, Frances Gorbet says, "The basic task of Error Analysis is to describe how learning occurs by examining the learner's 'output'"[15]. Etherton R. B. summed up the role of Error Analysis by stating that "error analysis shows: (a) common weaknesses with which pupils need help….(b) words, structures, or verb forms which prove to be too difficult at a

particular stage…(c) weaknesses shown by the total absence of a particular item…(d) inadequacy in an official syllabus."[16] He goes on to point out the role of systematic study of errors by stating, "A systematic study of errors may lead to improved teaching methods through a greater awareness of the nature and causes of the mistakes which pupils make."[17]

Error Analysis will be of a considerable aid to the English language teaching programme in Sudan. The Departments of English education at higher educational levels must train the would-be teachers in conducting error analysis. The services which Error Analysis can give to the ELT in Sudanese context are as follows: (1) It can show the teacher where and how much the learner goes wrong. (2) It can explain the causes and give correct explanations of the learner's errors and ultimately suggest measures to eradicate the discovered errors. (3) It can familiarize the designers of the course of English language teaching/learning with the error-prone areas of the learners and hence enable them to provide the right type of selected, graded and presented teaching material. (5) Thus, it can provide scope for designing remedial course.

Remedial Teaching and Errors Analysis:

No language course can claim to be flawless. In other words, there is no ideal course of language teaching/learning. There always exist defects, gaps and

inadequacies in courses of teaching and learning the language. These defects, gaps and inadequacies make even the most excellent language courses suffer from their own weaknesses that affect the teaching/learning performance. In fact, if there is any measure of idealism in a course of language learning it achieves its legacy from observing its own defects and evolving remedial measures to eliminate them. This is, basically, because learning activity is always influenced by various types of factors such as the linguistic background of the learner, the difficulties within the target language, the learner's extent of exposure to the target language, the differences and similarities between the mother tongue and the target language, the individual differences in aptitudes and motivation and learners themselves may reproduce, incorrect, distorted learning items which were taught correctly. It means that teaching/learning process is governed by varied factors that affect the process of smooth learning and therefore even under the best teaching situation misunderstanding of the teaching/learning points and distortion of the target of learning may occur and as the time passes, they get accumulated to an alarming extent. Therefore, teaching circles, individually or in collaboration with each other and with syllabus designers, usually try to eradicate the accumulated learning defects, incorrectness, inadequacies, distortions and fill the gap of incomplete learning with remedial teaching. In other words, remedial courses become necessary when defects in learning get accumulated as the learner advances.

The ELT courses in Sudan experienced many changes and modifications. Unfortunately, there is a continuous decline in the standard of learning English. It seems that the changes of courses or modifications within them failed to offer positive results. The numerous changes and modifications in the ELT courses not only failed to yield any tangible results, but also cost the educational establishment huge budgets and confused the teaching/learning circles. Moreover, the changes and modifications which have been exercised were not based on any systematic study of the peculiarity of the Sudanese ELT learning strategies, practices and traditions. Therefore, before venturing into any attempt to change the course of ELT, it is necessary to think of examining teaching/learning practices, analyzing common errors committed by the Sudanese learners, introducing remedial courses to support the existing course and cover the gaps in teaching/learning. In other words, instead of changing the whole syllabus now and then we need to devise a remedial course that coincides with the line of teaching/learning.

We must remember that every teaching course draws a line of learning. Remedial course aims at eradicating the learner's deviation and bringing him back to the line of proper learning. It means that remedial course has to select, grade and present the teaching/learning material that aims at remedying learning defects. In this regard, Error Analysis can play an important role in devising remedial courses of teaching/learning. It can discover deviations and find out

their causes. Then the remedial course designers' task is to devise a suitable remedial course capable of eliminating the discovered learning difficulties. Therefore, a rational remedial course cannot be devised without knowing the errors the learners commit and this on its turn cannot be discovered without conducting an elaborate and systematic analysis of errors committed by Sudanese learners.

Moreover, the learner's errors and defects in learning in general must be eliminated as early as possible through remedial teaching before they get permanently established in the learners' mind and become too difficult to eradicate or mend even by changing the whole course. This can be done only by defining suitable objectives of ELT. Throughout its history, the ELT in Sudan has never identified its objectives. Objectives were either imperial or naïve. Aims, objectives and priorities of ELT must be clearly defined in order to direct the efforts of ELT purposefully, enable the teachers to plan their teaching activities properly and avoid haphazard preparation of new courses. Teachers at the initial stage of learning English must be highly qualified, well-trained in their profession and capable of conducting scientific analysis of learners' errors and participating in devising remedial courses.

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Lesson Planning

All educational efforts are supposed to be planned. In other words, it is essential to plan all educational activities so as to achieve maximum output and class-room lessons are no exception to this. A haphazard and unplanned lesson will never serve the educational purpose or produce any positive results whereas a well-planned lesson will always succeed in fostering the learners' knowledge about the target item of learning. A lesson which is taught without careful preparation and thoughtful planning, is likely to miss the target, go astray and waste the time of both the teacher and the learner. In short, lesson planning is an essential step that must precede teaching.

In order to achieve maximum teaching/learning output and elevate the educational standard, every teacher must have a clear outline in his mind of what he is going to teach. He has to prepare a detailed and thorough lesson plan before entering the class. This is basically because the teacher's previous idea about his teaching role in the classroom enables him to form an outline and acquire a clear picture, in advance, about what he is going to offer the learners in the classroom. He has to study the plan carefully and even may take it with him to the class if he feels that his memory may betray him during his teaching performance in the class.

Every teacher must remember that lesson planning

has many advantages. Some of the advantages of lesson planning are as follows:

(1) A lesson plan deals with what the teacher is planning to teach and therefore it guides the teacher.
(2) A lesson plan organizes, arranges and describes in detail the teaching/learning activities that the teacher must perform and the learner must perceive.
(3) It states precisely, and without any ambiguity, the general and specific aims of the subject matter in general and the target teaching item in particular.
(4) It mentions the teaching aids necessary for the process of accomplishing the teaching of the target teaching/learning item.
(5) Planning a lesson in advance gives the teacher self-confidence that he would be capable of doing justice to the subject matter of the material taught.

However, a lesson plan cannot be prepared haphazardly. Teachers must adopt proper steps to plan lessons. A lesson plan is based on the following steps: (1) Structure: by structure we mean the points, the topic or the item of teaching. (2) Teaching aids: They are the aids or the devices which would help the teacher illustrate and explain the points, the topic or the item of teaching. (3) General aims: They are the broad aims which are desired to be achieved and incarnated in the learner. (4) Specific aims: They are the aims which are the main target behind the

teaching of the topic or the item designed to be learnt. (5) Testing learner's previous knowledge: It tests the learner's previous knowledge of some points which were taught before, but have some relation with the target points, topic or the item of teaching. (6) Declaration of the topic: The teacher announces the points, the topic or the item of teaching. (7) Presentation: It is the explanation of the teaching points. The teacher may make use of the teaching aids in order to enhance his teaching performance and foster the learner's understanding. (8) Practice: The pupils take part, participate and do as the teacher did. (9) Learners' activities: They are the activities which are introduced to reinforce the students' understanding of the point, the topic or the item of teaching. (10) Evaluation: It tests and examines the extent of the learner's understanding and mastering of the points taught. (11) Homework: It is the activities which the learner must take home and practise in order to make further reinforcement of his understanding of what has been taught in the classroom.

The following are some examples of lesson planning. They are not necessarily to be considered the ideal lesson plans. They may rather be taken as a guide for innovative and creative models.

Lesson Plan 1

Day: Sunday. Date: 28/1/2003

School: El Golid Gobli Basic School.

Class 8th.: Basic Level.

Period: iv.

Time: 45 minutes.

Subject: English.

Topic: Introduction of structures of the adjectives of comparison.

Teaching Aids:

Objects which have unequal lengths and different sizes.

General Objectives:

(1) To enable the students to understand simple written English.

(2) To enable them to write simple and correct English.

Specific Objectives:

(1) To enable students to use adjectives of comparison in framing sentences.

(2) To enable them to know the meaning of the new words presented in the lesson.

(3) To enable them to reinforce the structures

and words presented in the lesson and already learnt by them.

Knowledge Assumed:

The students already know the simple form of adjectives, e.g., *as tall as*+, and can use them in framing simple sentences which indicate similarity.

Declaration of the topic:

Today we shall learn how to form the comparative degree.

Teacher's activity:

The teacher will explain how the degree of comparison is formed in the Arabic language. He will write:

سمير غني

The teacher will state that in the above sentence it is declared that Sameer is a rich person. But if there is another person, by name Ali who is having more money and Sameer can't reach his financial status, then a comparison between Sameer and Ali may be established or drawn out. The teacher will write:

علی أغنی من سمير

He should tell them that one of the words which

confirms the existence of the degree of comparison is من . He will tell them that the English word that may mean, in the same context, the Arabic من is *than*.

Then, he may translate the same sentence into English by writing:

Sameer is rich.

Ali is richer than Sameer.

He may give the formula:

The compared + adjective + er + than + the compared with

He should tell them that all adjectives can't be transformed into a comparative status by using er. They should be informed that the adjectives have two main ways of getting changed into comparative degree. It is either by getting er or by being preceded by the adverb more. The third way of transforming some adjectives into a comparative degree is by changing the whole word as in the case of *good* and *bad*. *Good* gets changed into *better* whereas *bad* into *worse*. He will give the following two examples so as to clarify the two main forms:

Ali is *rich*er than Sameer.

El Golid is more *beautiful* than New York.

For the case of more , the teacher may give the formula:

The compared + more + adjective + than + the compared with

Then, he may deal with the cases of good and bad as follows:

Sameer is a good man

Ali is better than Sameer

Toni is a bad man

George is worse than Toni

He should inform students that *er* and *more* are the two main ways of forming the comparative adjectives whereas the adjectives *good*, *bad*, etc., (irregular forms) have their own ways of getting changed into comparative degree while *than* is always present in all the cases to confirm the existence of a comparison.

The teacher may invest persons and objects in the classroom or in the school to fabricate new examples. Students whose heights differ, and other different sizes of pens and pencils, chairs, tables, trees, etc., may be also utilized for the same purpose.

Learners' Activity:

He may give more adjectives that may help learners form adjectives of comparison:

(er case): fast, slow, tall, short, big, small, dark,

black, white.

(more case): beautiful, exciting, expensive, intelligent, comfortable, interesting, tired.

(irregular case): little, much, many, late, fore, far.

Evaluation:

From the same adjectives the teacher may ask learners to form more examples in order to evaluate the extent of their instant learning.

Homework:

He may also make use of the same adjectives to form some exercises so that learners may practice them at home.

Lesson Plan 2

Day: Tuesday. Date: 2/2/2003

School: Dongola Secondary School.

Class 1st.: Secondary Level.

Period: v.

Time: 45 minutes.

Subject: English.

Topic: Introduction of structures of the passive voice (present simple).

General Objectives:

(1) To enable the students to understand simple written English.

(2) To enable them to write simple and correct English.

Specific Objectives:

(1) To enable students to use passive voice in framing sentences.

(2) To enable them to know the meaning of the new words presented in the lesson.

(3) To enable them to reinforce the structures and words presented in the lesson and already learnt by them.

Knowledge Assumed:

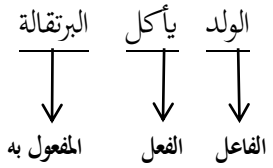
The students already know the present simple tense and the present continuous tense, particularly the helping verbs of the latter*****, and can use them in framing sentences in the active voice. They must also be acquainted with the subject and object pronouns.

Declaration of the Topic:

Today we shall learn how to form the passive voice from the active voice of the present simple tense.

Teacher's Activity:

The teacher will explain the active voice Arabic language (present simple) and how the passive voice is formed from the same. He will write:

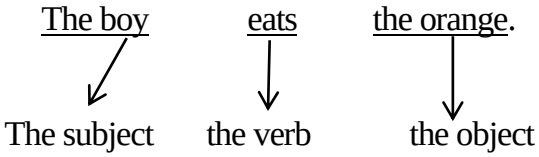


The teacher will state that in the above *active* present simple sentence it is declared that the *boy* (الفاعل the subject), *eats* (الفعل the verb), *a single* orange (المفعول به the object). If we aspire to change the sentence into the passive voice, then we will start with *the object* then *the verb* and finally *the subject*. Depending on the number of *the object*, the process of transformation requires borrowing one of the helping verbs of the present continuous tense, namely, *am*, *is* or *are*. The word (بواسطة) will get changed into (by). The teacher will change the active Arabic sentence into the passive:

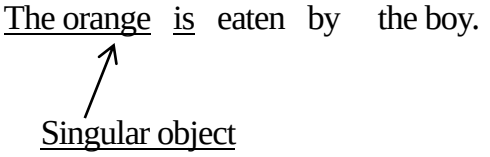
البرتقالة تؤكل بواسطة الولد.

Then, the teacher will present the same active

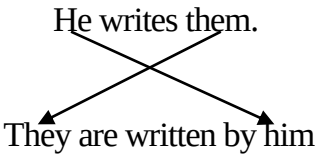
sentence in English:



Then, the teacher will tell them that he will start with *the object* (singular), add the borrowed *helping verb* (is), move to *the verb* that must be transformed into the participle and attach the subject preceded by the preposition (by). He will write:



It is important to mention the importance of the number of the object whether singular or plural or whether the subject and object pronouns are in the first, second or third person pronoun. To clarify the case of subject and object pronouns in both, the subject and object position, the teacher may give such an example:



Learners' Activity:

Then, he may give more examples of the same case to students:

They eat it.

He tells her.

She feeds him.

He teaches us.

She cleans them.

I drink water.

He praises me.

The teacher may give some more examples or ask students to give examples of active present simple and then change the same into passive sentences and help them in this task.

Evaluation:

Then, the teacher may give more examples to test the extent of the learner's understanding.

Homework:

He may also give students some examples so that they may practice them at home.

Lesson Plan 3

Day: Saturday. Date: 12/1/2003

School: Halfa Secondary School.

Class 1st.: Secondary Level.

Period: ii.

Time: 45 minutes.

Subject: English.

Topic: Teaching students how to write descriptive compositions.

General Objectives:

(1) To enable the students to understand simple spoken English.

(2) To enable them to express themselves in simple and correct English.

Specific Objectives:

(1) To introduce new vocabulary items.

(2) To enable them to look and describe objects.

(3) To enable them to reinforce the structures and words they come across in the lesson and already learnt by them.

Teaching aids:

1. A picture that shows a red beautiful horse.
2. A picture that shows a white goat.

Knowledge assumed:

Students know many vocabulary items that may help the give a description of the horse.

Declaration of the Topic:

Today we shall write about an interesting topic that tells us a lot about the horse and the goat.

Teacher's Activity:

The teacher will hold up the picture of the horse or display it in such a way that all students in the class can see it clearly. Then he may write the following important teaching items on the blackboard: *Two short ears, two eyes, long hair on the neck, long hairy tail, long neck, hoofs, four long legs, fast, war, race, beautiful, ride, saddle, grass, grain, etc.*

Then, pointing at the picture of the horse, the teacher may ask the following questions:

What do you see in this picture?

How many legs does it have?

How many ears does it have?

What is there on the neck?

How many eyes does it have?

What does it eat?

What colour is it?

Who used horses in wars?

What do we use horses in?

Why do we like horses?

Then, the teacher may display the picture of a goat and ask students to describe it. He may give the following helping words: *two long ears, two long horns, short tail, thin legs, milk, meat, grass, leaves, four legs, etc.*

Then, he may ask the following questions about the picture:

Which animal is this?

How many horns does it have?

How do they look like?

How many ears does it have?

How is the tail?

What does it eat?

What colour is it?

What does it give us?

Where does it live?

Students' Activity:

Students will see the picture of a horse and then answer, in writing, the question with the help of the picture. Their answers will form a short paragraph of ten lines about the horse. They will also know the meanings of the new vocabulary items in their context.

Students will see the picture of the goat and hear the questions asked by the teacher about it. They will answer the questions and form an idea about the goat.

Evaluation:

Then, the teacher will ask some students to stand in front of the students and describe the goat.

Homework:

He will allow students to write on their note-books the guiding words about the goat. He will ask them to write a short paragraph about the goat at home.

+ *Each type of adjectives must be taught separately.*

***** *Changing into passive in the case of each tense must be taught separately*.

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Dr. Abdelrahman Mohammed Yeddi Elnoor worked in the field of translation in the Persian Gulf. He has climbed the job grades till he became Translation Expert. Moreover, after his return to Sudan, he worked as Associate Professor in the College of Languages and Translation in Sudan University of Science and Technology till he was dismissed because he wrote and published an article title: “Marketing Academic Degrees in Sudanese Universities: A Testimony for Allah” which exposed the crooked academic ways of the corrupt stakeholders.

After a prolonged and deep reading, studying and researching in the references and books of those who call themselves Sunnis, he shifted from the so-called Sunna Creed, to Shiism; allegiance to the Progeny PBU them; the

true followers of Quran and the Sunna of the Prophet PBUH and his progeny. He has many written works which explain various aspects of this shift and no Mullah could respond, scientifically, to what he has written in this regard.

He is a proficient writer, deep-sighted academician and sarcastic as well as stinging critic. He has written many books and articles. Some of them are in English and some of them are in Arabic. They cover aspects such as education, ELT, literary criticism, history, religion, politics, short stories and other intellectual issues. Many of them are available in the libraries of more than 160 universities all over the world and also in many international national libraries such as Congress Library in the US and Russian National Library. They are also available online on many websites include the author's own website: https://yeddibooks.com. The following are lists which include some of his works:

Books:

1. Tayeb Salih's Season of Migration to the North: An Ideo-Literary Evaluation, (English Version)
2. Tayeb Salih's Season of Migration to the North: An Ideo-Literary Evaluation, (Arabic Version)
3. Sudanese Educational Issues: An Ideological Perspective. (In English)
4. History of English Language in Sudan: A Critical Re-reading. (In English)
5. Teaching English in Sudan: A Practical Approach. (In English)
6. The New Muslim's Book of the Fundamentals of Islam: Their Significance. (In English)
7. Intellectual scientific and academic miscellany. (English/Arabic)
8. Basics of English Grammar for Sudanese Students
9. Grammar of English: Explanation, Rule and Drills
10. History of Educational Experiments in Sudan: A Brief Account. (In English)
11. Value-based Stories. (In Arabic)
12. From Darkness of Saqeefa's Astray to the Guidance Light of the Ship. (Arabic Version)
13. From Darkness of Saqeefa's Astray to the Guidance Light of the

Ship. (English Version)

14. The Reign of the So-called Islamists: The Reign of the Harmful Catastrophe. (In Arabic)
15. Language Teaching: From Method to Post-method: A Sourcebook. (In English)
16. Mahmood Mohammed Taha: A Contemporary Falta (Sudden Recklessness) from Saqeefa Falta. (In Arabic)
17. Hasan Abdullah Al Turabi: Hashawi and Salafi Understanding and Holami Compositions. (In Arabic)
18. O Sudanese! Know Your True Enemy: Other Articles (In Arabic)
19. Curriculums in Sudan and the Strategy of Misleading the Young People. (In Arabic)
20. No Stoning for an Adulterous and No Capital Punishment for an Apostate. (In Arabic)
21. English as an International Language: Skills to be Given Priority in FLT Situation. (In English)
22. Disgrace in Departments of English and Colleges of Education in Sudanese Universities: With Special Reference to SUST and Alneelain Universities. (In English)
23. A Critical Sail into Ali A. M. Yeddi's Novel: The Legendary Whale. (In English)
24. Mohammed Sayyed Haj: A Story-Teller, Croaks with Distortion, Hides Truth and Ruminates Lie and Falsification. (In Arabic)
25. A Critical Literary Glance into Ali A. M. Yeddi's Novel: A Racial Madness against Innocence. (In English)

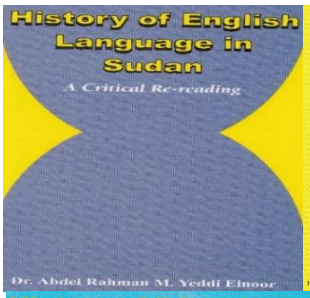
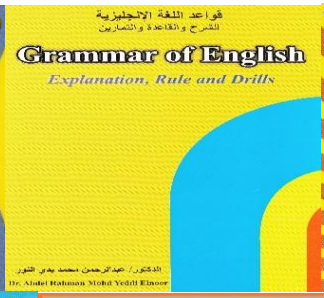
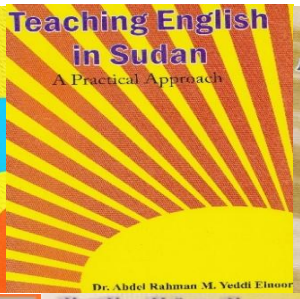
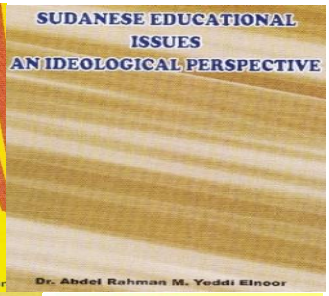
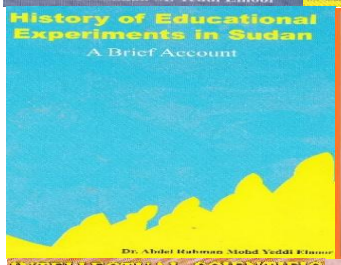
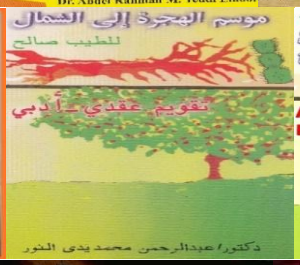
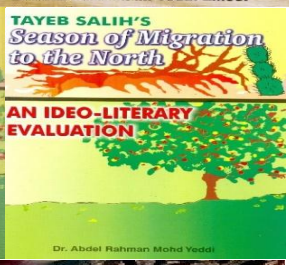
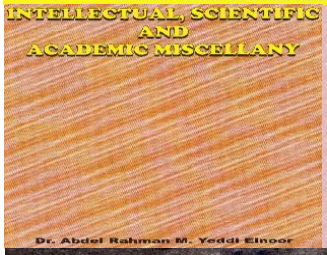
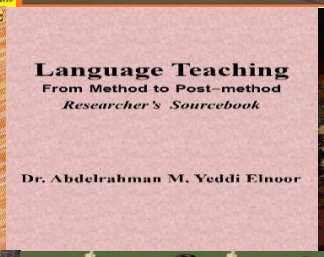
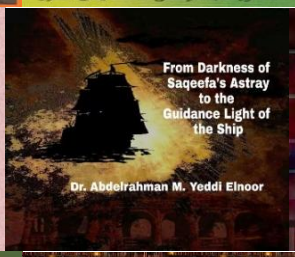
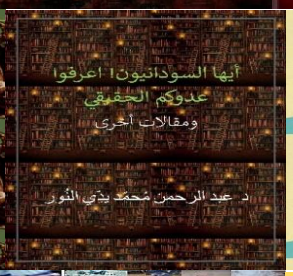
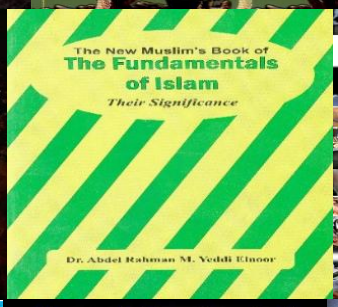
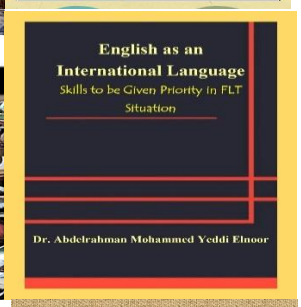
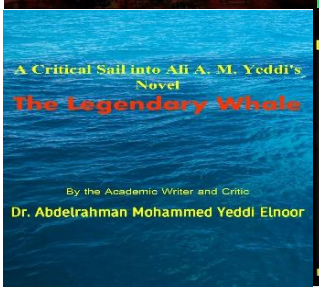
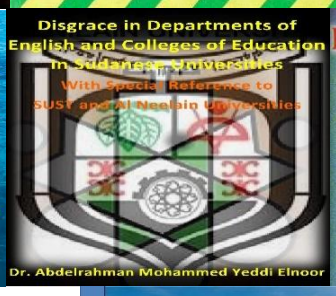
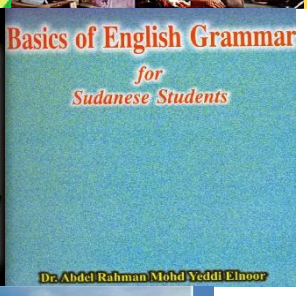
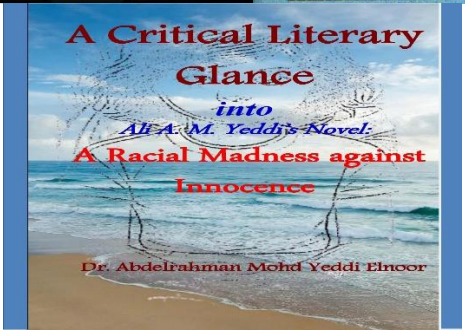
Articles:

1. "Aims of Education in Sudan: An Ideological Overview", in, 'Educational Insight', Quarterly, Vol. 1, No. 2, Dec. 1997. (In English)
2. "Sudan: A Model of Real Independence", in, Radiance Viewsweekly, 15-21 Feb., 1998. (In English)
3. "Mother Tongue as Medium", in, Radiance Viewsweekly, 11-17 April, 1999. (In English)
4. "Foreign Transmission and the Allegiance of Human Intellect", in Radiance Viewsweekly, 3-9 Jan., 1999. (In English)
5. "Language Policy in Sudan", in, RELC Journal, Vol. 32, No. 2, Dec. 2001. (In English)

6. A Story of Confrontation between the Artistic Classifications Dept. and Dr. Abdelrahman Mohammed Yeddi, Al Rakoba Website. (In Arabic)
7. Marketing the Scientific Degrees in Sudanese Universities: A Testimony for Allah, Al Rakoba Website. (In Arabic)
8. Basic School Books are Full of Lies, False and Misleading: Oh Parents, Pay Attention! (In Arabic)
9. The Aftermath of the Fall: Pseudo-Islamist Brothers is a Zio-American Organization, Al Rakoba, 10th. October, 2020. (In Arabic)
10. The Sora of Frowned and the Frowner is Othman. (In Arabic)
11. O, who Parys Taraweeh- Are you a Donkey? (Arabic/English)
12. "Then Complete Fasting until the Night" The Night and not Moqrib is the Legal Time for Iftar. (Arabic/English)
13. Ablution is Two Washing and Two Rubbing. (In Arabic)
14. '9-TheLong' The Thieves are in the Palace Since 1956. (In Arabic)
15. The Tempest About the Renaissance Dam and the Pharaonic Agenda behind It. (In Arabic)
16. The Falsehood of A'shora Fasting and Distracting Mules from Truth. (In Arabic)
17. How Do We Not Be Racial and We….? (In Arabic)
18. How Do We Not Kill Each Other and Rob Each Other While We are Loyal to Criminals and Pray for Them? (In Arabic)

Please send your feedback and correspondences to the author through the e-mail: dryeddi12@gmail.com

Or WhatsApp: 0097455093898

Website: https://yeddibooks.com

Some of the Works of Dr. Abdelrahman Yeddi